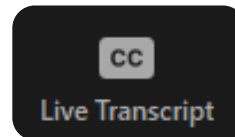




Thank you for joining us to discuss
transition recovery services!
We will begin the session in a few minutes.

Engagement Options for This Session

- This session will be recorded and posted to the [OSPI Website HERE](#).
- The link to the slides will be added to the chat throughout the session.
- Use the Q&A button to ask a question or comment on a question.
- We are joined by a Spanish language interpreter, Francisco Rojas.
- Live captioning is also available; click on the “CC” button:



Information Session for Families: Transition Recovery Services



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May 26, 2021

Today's information session is designed to provide families information about transition recovery services. My name is... and I am joined by.... We are also very excited to have several transition partners joining us today from the Division of Vocational Rehabilitation (DVR), the Developmental Disabilities Administration (DDA), the Center for Change in Transition Services, and the family engagement collaborative. Our hope is that these partners can support with sharing ideas, questions, and information as we proceed this evening. So let's get started!

Land Acknowledgement



**Text 855-917-5263 to
identify Tribal lands on which
you are currently located**

Those of us representing OSPI respectfully acknowledge that this state agency is located on the traditional lands of the Squaxin Island Nation, descendants of the maritime people who lived and prospered along the shores of the Salish Sea. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff across our communities. We have included a number on this slide to text to identify the tribal lands on which you are currently located.

We acknowledge the pain and trauma of these past months and over 400 years of racism in the United States.

We stand with our communities of color. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Framing Today's Discussion

- ❖ We acknowledge the efforts, challenges and successes of educators, students, and families throughout the COVID pandemic.
- ❖ Recovery services and transition recovery services are a frequent topic of questions from families and districts and the basis for multiple state complaints and due process hearings.
- ❖ This presentation is meant to be comprehensive in nature, and the information, strategies, and examples we will share is not meant to imply districts are unaware or not already developing/implementing plans to address student needs.
- ❖ Please feel free to ask questions, but be cautious about sharing student-specific information, as this will be recorded and publicly posted.



I'd like to open today's discussion with some framing. To begin, we acknowledge the efforts, challenges, and successes of our educators, our students, and families through the COVID pandemic. Recovery services and transition recovery services, specifically, have been a frequent topic of questions from families and schools. They have also been the basis for multiple state complaints and due process hearings. Tonight's presentation is meant to be comprehensive in nature, meaning the information, strategies, and example we share are meant to provide an overview. We do not mean to imply that districts are unaware or not already developing and implementing plans to address student needs.

We reviewed all of the questions submitted through the registration process and have included them throughout the slides. We welcome to ask questions, but be cautious about sharing student-specific information, as this is being recorded and will be posted publicly to our website. Specific questions about your student's IEP or services might better discussed through an individual email or phone call. We will share contact information for our office.

Our Goals for Today's Discussion

- ❖ Ensure that families know what recovery services and transition recovery services are.
- ❖ Clarify how transition recovery services are determined, documented, and provided by the IEP team, including for which student groups.
- ❖ Share what families can expect from schools and IEP teams, including timelines.
- ❖ Discuss the role of OSPI in providing ongoing guidance and oversight for recovery services and transition recovery services.

One of the questions we received asked about our efforts to share information about transition recovery services with families. Our goals for this session are to ensure families know about recovery services and transition recovery services, to clarify how IEP teams are determining, documenting, and providing transition recovery services and for which student groups, share what families can expect from schools and IEP teams including timelines, and discuss OSPI's role in providing ongoing guidance and oversight for transition recovery services.

Charting Our Path:

- Recovery Services Overview
- Transition Recovery Services
(a type of special education recovery services)
- Timelines and Services
- Questions & Next Steps



Before we discuss transition recovery services, we'd like to start with a brief overview of recover services. We will also talk about timelines and services for transition recovery services. We will address questions throughout the session, and we will close with identifying some next steps.

What Are District Academic & Student Wellbeing Recovery Plans?

IEP teams will also make individualized student decisions about Recovery Services.

Academic & Student Wellbeing Recovery Plans address the general needs of all students resulting from building closures and COVID-19.

- Before we jump into our guidance for today I wanted to briefly acknowledge that IEP student decisions about recovery services layer on the Recovery Plans that districts will be submitting this year
- This slide I hope has some helpful framing to understand how the recovery services guidance documents linked at the bottom of the slide are alike and different
 - Academic and Student Wellbeing Plans for Recovery are due to OSPI in June.
 - They will identify specific assessments by grade level to identify gap in learning/wellbeing for all students. These plans outline general student recovery supports to address impacts of the pandemic; including additional instruction, well-being support, and extracurricular opportunities for all students
 - You can see the building icon here as these are designed for the benefit of all students
 - Then there will also be layered on top of that, IEP teams making individualized student specific decisions about whether a student needs recovery services and these are additional services 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.
- So to Summarize before we go to the next slide: decisions made for all students vs individual students and these combine to provide layered support for students eligible for special education

What are Recovery Services?

- ❖ Recovery Services are additional services 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. (Similar to Compensatory Education.)
- ❖ IEP teams will need to have recovery services discussions during IEP team meetings over the next year (at least).
- ❖ Recovery services are for students PreK through age 21 (and maybe beyond, for students who turned 21 during or after 2019-20 and have not yet earned a diploma).

So Today we will be talking about the IEP team decisions about recovery services and providing a summary of the Special Education Recovery Guidance for 2021 and Beyond...speaking specifically to transition recovery services later in the webinar

So What are Recovery Services?

They are additional services to address lack of appropriate progress on IEP goals due to limited services or for other reasons as a result of the pandemic.

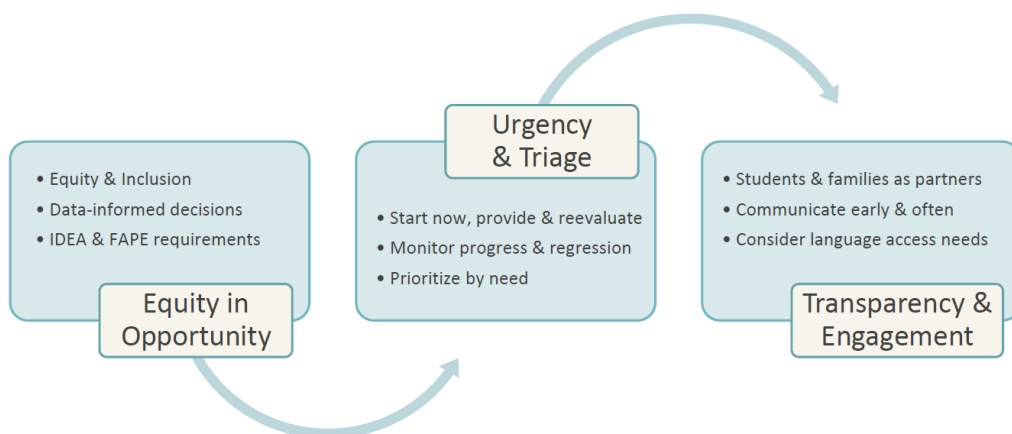
These are similar to compensatory education in that they address a gap in progress or past services, however recovery services are intended to be a proactive, collaborative response by an IEP team rather than a result of a dispute..

Districts will be having these recovery service discussions for all students with IEP PreK-age 21 and maybe beyond if a student turned 21 during the pandemic and has not yet earned a diploma.

For some students these decisions may be able to wait until their annual IEP review date and for some students with more urgent needs this conversation may need to take place more quickly

Lets go to the next slide and we will dig a little deeper into our guidance

What Are the Priorities for Recovery Services?



This graphic comes from our guidance document on recovery services and can be found on page 2. Our priorities for recovery services include addressing equity, inclusion, and special education requirements; urgency in meeting student needs and monitoring progress; and including students and families as partners, including transparent communication and providing language access supports.

What Are the Priorities for Recovery Services?

- ❖ Individualized by the IEP team, not hour-for-hour nor minute-for-minute but must not be based on a formula or calculation.
- ❖ Progress is measured based off the pre-COVID IEP and Transition Plan, not Continuous Learning Plans (CLP) and/or any temporary limited services during the pandemic.
- ❖ Families and students are part of the IEP team and are key partners in determining recovery services needs/amounts/schedules.
- ❖ Districts must provide language access, interpretation, and translation, as needed, to ensure parent participation.



Building off of those priorities, we want to stress that decisions about recovery services and transition recovery services should be individualized for each student and determined by the IEP team. It is not expected that recovery services be a minute-for-minute or hour-for-hour make up for missed services, but the decision must also NOT be based on a formula or calculation. We would not expect that all students in a school receive the same amount or type of recovery services.

Progress monitoring data are critical to help IEP teams make decisions about recovery services. Teams should consider the student's progress based off of the pre-COVID IEP and Transition Plan, not a Continuous Learning Plan (CLP) or any temporary or limited services provided during the pandemic. I want to be clear that evaluations and IEPs developed during the past 18 months are also important sources of information and should be considered as part of the decision. And families and students should be included in the decision making process and have access to language support needs.

What is the Process for Recovery Services?

- ❖ Recovery Services should be considered for every student with an IEP: what was the expected level of progress from the pre-COVID IEP if the pandemic had NOT occurred?
- ❖ Families should not have to request this process; it should be part of the IEP process. Districts should also be responsive to parent requests and not delay these discussions.
- ❖ Timing should be prioritized based on individual need. Districts are not expected to immediately hold IEPs for every student AND should not delay decisions unnecessarily.



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Source: [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#) (p. 1).

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So let's move into what that process looks like and what families can expect from schools. OSPI's expectation is that recovery services be considered for every student with an IEP. This includes transition recovery services for students of transition age, which we will dig into more in a few minutes. To determine the need for recovery services, the IEP team should review the student's expected level of progress, from before COVID up to now. What was the student's expected level of progress on IEP goals if the pandemic had NOT occurred, and what is the student's current progress? Any difference between those two measures are what recovery services should address.

This should be part of the IEP process for all students, and families should not have to make a request for this to occur. Districts should also be responsive to parent requests and not delay discussions. We also acknowledge that not every meeting can be held simultaneously. The timing and order should be prioritized based on individual student needs. While districts are not expected to immediately hold IEPs for every students, they should also not delay decisions about recovery services.

What Are Schools Doing Now?

Summer 2021

- Plan & collect progress data to determine district-wide recovery services.
- Combine or align recovery services with summer programs; provide in addition to Extended School Year (ESY).
- Consider IEP team training needs to make recovery services decisions.
- Schedule & hold some* IEP meetings.
- Provide recovery services as needed for students with IEPs.

Fall 2021 & Spring 2022

- Collect/track impact of Summer 2021 recovery services and programs.
- Schedule & hold IEP meetings. Determine recovery services needs during IEP meetings.
- Combine or align recovery services with general supplementary/recovery programs.
- Provide recovery services as needed for students with IEPs.



Several of the questions we received from families have been about current plans and offers for recovery services, especially during summer. On the next two slides, we'll share our thinking about timelines. Heading into Summer 2021, we expect IEP teams to be planning and collecting progress data to determine, at minimum, district-wide recovery services. Alexandra opened today with a comparison of district-level Academic & Student Wellbeing Recovery Plans – those plans may include supplementary supports for all students, including targeted supports for students with disabilities within the district. Some districts may be starting with those types of programs, with plans to continue individualized decisions and supports starting in Fall 2021. We encourage districts to combine and/or align recovery services for students with IEPs with more general summer programs, when appropriate. It may also make sense to provide recovery services, including transition recovery services, in addition to Extended School Year (or ESY) supports. While staff availability is limited during the summer, there may be situations when an IEP meeting needs to be held. As needed, recovery services should be provided for students with IEPs.

As move into Fall 2021 and to Spring 2022, this process will continue. The pandemic did not occur over one summer, so it makes sense that recovery services may need to be extended beyond that. IEP teams should collect and track progress of the impact of recovery services and programs provided over the summer. Team will determine ongoing need for recovery services during IEP meetings. Services should be combined and aligned with general recovery programs, when appropriate, and students with IEPs should received individualized recovery services as needed.

What Will Schools Do Next?

Summer 2022

- Review impact of Fall 2021 & Spring 2022 recovery services and programs.
- Schedule & hold some* IEP meetings.
- Identify if additional recovery services are needed.
- Provide recovery services as needed, in addition to ESY or with other summer programs.

Fall 2022 & Spring 2023

- Collect/track impact of Summer 2022 recovery services and programs.
- Discuss any continuing recovery services needs during IEP meetings.
- Identify if additional recovery services are needed.
- Provide recovery services as needed, combined with other supplementary programs.

Summer 2023

- Review impact of Fall 2022 & Spring 2023 recovery services and programs.
- Schedule & hold some* IEP meetings.
- Identify if additional recovery services are needed.
- Provide recovery services as needed, in addition to ESY or with other summer programs.



For some students who experienced greater impact and lack of appropriate progress on IEP goals during the pandemic, this process may need to continue into summer 2021, the next school year, and perhaps even into summer 2023. The process will continue and should be informed by progress data, measuring back to the level of expected progress from the time before COVID.

Recovery Services Decision Flow Chart

	Present Levels	Progress	Services
Pre-COVID (Baseline)	<i>What were the student's present levels of performance before COVID?</i>	<i>What was the student's level of progress (on IEP goals) before COVID?</i>	<i>What special education and related services were documented on the student's pre-COVID IEP?</i>
From Spring 2020 to Present	<i>What concerns have been raised by the parent(s)? 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?</i>	<i>To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?</i>	<i>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? To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?</i>
Recovery Services Decision	<i>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?</i>	<i>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?</i>	<i>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?</i>

Source: [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#) (p. 5).

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This table is also pulled directly from our recovery services guidance. The link is on the slide, and you can find the table on page 5 of the guidance document. I will dig into the content of the table over the next few slides.

Recovery Services Decision Flow Chart

	Present Levels	Progress	Services
Pre-COVID (Baseline)	<i>What were the student's present levels of performance before COVID?</i>	<i>What was the student's level of progress (on IEP goals) before COVID?</i>	<i>What special education and related services were documented on the student's pre-COVID IEP?</i>

Source: [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#) (p. 5).

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The first step to determine need for recovery services, including transition recovery services, is to look back at the student's present levels of performance before COVID. Teams should also consider the student level or rate of progress on IEP goals before COVID. Finally, what special education and related services were documented on the student's pre-COVID IEP?

Recovery Services Decision Flow Chart

	Present Levels	Progress	Services
From Spring 2020 to Present	<p><i>What concerns have been raised by the parent(s)?</i></p> <p><i>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?</i></p>	<p><i>To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?</i></p>	<p><i>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?</i></p> <p><i>To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?</i></p>

Source: [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#) (p. 5).

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Moving ahead to the current time, what concerns have been raised by the parent and student? What is the difference (or gap) between the student's current present levels, compared with the student's expected performance had the pandemic not occurred. For example, if the pre-COVID IEP had a transition goal related to work, how was the student progressing on that goal before COVID? What level of progress would you have expected on that goal if COVID never happened? How is the student doing on that goal today, based on progress data? Has the student's level (or rate) or progress slowed now compared to before COVID? And what services were offered and what services was the student able to access throughout the pandemic? All of that information will help the IEP team decide the need for recovery services.

Recovery Services Decision Flow Chart

	Present Levels	Progress	Services
Recovery Services Decision	<i>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?</i>	<i>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?</i> <i>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?</i>	<i>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?</i> <i>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?</i>

Source: [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#) (p. 5).

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The IEP team will determine the IEP goals and services areas for recovery services, including transition recovery services. The timeline, amount, and type of recovery services will be different for each student, depending on the amount of progress that needs to be made up and for which IEP goal areas.



Transition Recovery Services for a Student with an IEP

(A Component of Recovery Services)

So now, let's transition to dive into transition recovery services. which are a component of recovery students.

What Are Transition Recovery Services?

- ❖ Transition recovery services are additional transition services for students with IEPs to address lack of reasonable progress on IEP goals or the transition plan because of missed or limited special education and related services, or for other reasons due to the pandemic.
- ❖ Funding for transition recovery services includes federal and state special education funds, American Rescue Plan Act (ARPA) funds, and state funds for extended transition services for students beyond age 21.

I hope that the first half of our session today helped to give you a better sense of recovery services. Transition recovery services are very similar – they are additional transition services to address lack of reasonable progress on IEP goals and/or the transition due to the pandemic.

Something to note is that there are different funds available to support schools with providing transition recovery services. Funding sources include federal and state special education funds, American Rescue Plan Act (or ARPA) funds, and specific state funds that have been provided for extended transition services for students beyond age 21. Those funds include \$12M for the 2021-22 school year, and \$12M for the 2022-23 school year.

Alex is going to step in here and help us unpack more information about transition recovery services.

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 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).

So the next questions that you may be wondering is if your student is eligible for these transition recovery services. Many students of transition age 16-21 may have experienced disruptions in work based learning and community access during the pandemic and may be eligible for transition recovery services. Students who turned age 21 during the pandemic who have not yet earned a diploma may also need transition services.

These services if determined as needed by an IEP team can:

- Address a lack of progress on IEP goals or the IEP transition Plan.
- Provide missed special education or related services AND CAN also
- Support the students to return to expected levels of progress towards their post secondary goals (as indicated in the IEP Transition Plan and HSBP).

A few points I want to point out here is the IEP team is responsible for determining when a student has met their graduation requirements which include not only credits and the graduation pathway but also their IEP transition plan and IEP goals. When a student earns their diploma it is because the IEP team has determined that they have met all graduation requirements and that no additional special education services, including transition recovery services are needed. IEP teams should not be issuing diplomas and holding them back so a student can receive transition recovery services.

Another point here is that: Seniors who are continuing on to receive transition recovery services or to participate in a transition program can walk with their peers and participate in all graduation activities. These students can get a certificate of attendance during the graduation ceremony and then will receive their diploma when they complete all of their graduation requirements and the IEP team determines that no additional special education services are needed. Kevin's Law ([RCW 28A.155.170](#)) allows students who will continue to receive special education services between the ages of 18 and 21 to participate in the graduation ceremony and activities with their peers after four years of high school attendance, and receive a certificate of attendance.

What Are Schools Doing for Transition Recovery?

- ❖ Transition recovery services are considered for every student of transition age with an IEP: what was the expected level of progress on the pre-COVID IEP and Transition Plan if the pandemic had NOT occurred?
- ❖ Families and students should not have to request this process to occur; it should be a part of the IEP process.
- ❖ IEPs are reviewed at least annually and may be reviewed more frequently upon lack of IEP goal progress, information from parents, and/or to discuss the student's anticipated needs.

Transition Recovery services just like all recovery decisions should be reviewed and considered for every student with an IEP. Transition Recovery services will be specific to those students of transition age, 16 to beyond 21

IEP decisions on Recovery Services will be based on what the expected level of progress on the pre COVID IEP and Transition plan would of been if the pandemic had not occurred
Families and students should not have to ask for this process to occur, it should be a part of the IEP process. The IEP process includes at least an annual IEP review but maybe more frequently based on student need, IEP goal progress or parent information

Examples of Transition Recovery Services

- ❖ Support to apply for eligibility with adult agencies, including Division of Vocational Rehabilitation (DVR), Developmental Disabilities Administration (DDA), etc.
- ❖ Fulfill job shadowing as indicated on the IEP Transition Plan.
- ❖ Additional in-person structured community or employment experiences.
- ❖ Support to access and prepare for ACT/SAT or other college entrance exams.
- ❖ Specially Designed Instruction (SDI) or Related Services (RS) to support:
 - Drafting and revising a resume.
 - Completing applications for jobs and further education.
 - Setting and maintaining a weekly budget.
 - Using functional communication strategies in community settings.
 - Independently using the public transportation system.

Individual Student recovery services will be determined by the IEP team and will be based off of a student's Pre COVID IEP goals, and transition plan. Some examples are included here so for example this could look like :

- Job shadowing
- Support for job preparation skills
- Support to apply for eligibility with supported employment and make other key agency linkages (such as DVR and DDA)

This could also look like special education support for IEP goals such as:

- Making a resume
- Completing job and education applications
- Working on money management skills
- Improving functional communication in the community setting
- Independently use the public transit system

These are just a few examples of what Transition Recovery Services may look like. Remember that these will be based on your student's pre-COVID IEP and are individualized for your student

How Are Transition Recovery Services Documented?

- ❖ Transition Recovery Services are generally documented in a prior written notice (PWN) similar to compensatory education.
- ❖ Transition recovery services and what a “school day” means may look different for students receiving transition services, especially past age 21.
- ❖ Students over the age of 21 are no longer eligible for a free and appropriate public education (FAPE) through an IEP. For students who have not yet earned a diploma, the IEP team may determine that transition recovery services are still needed.
- ❖ Rather than an IEP with progress reports, these transition recovery services and timelines would be documented through a PWN.

So how are these services documented? Transition recovery services are generally going to be documented in a prior written notice similar to compensatory education.

Transition Recovery Services and what a school day means may also look different for students getting transition services, especially past age 21 as many of these services may take place in the community or employment settings and the hours may differ from a typical school day.

An Important point here is that students over the age of 21 are no longer eligible for a free and appropriate public education or FAPE through an IEP. However, for students over 21 who have not yet earned a diploma, the IEP team may determine that transition recovery services are still need.

Rather than document this in the IEP with progress reports, The IEP team will outline the transition recovery services and timeline in a prior written notice. Theses services as we stated earlier in the presentation will be based on what was the expected level of progress on the pre-COVID IEP and Transition Plan would have been if the pandemic had not occurred

So in summary IEP teams will not be revising the IEP, or doing another evaluation for students over the age of 21, transition recovery supports will likely be documented in a PWN and will based on the previous pre-COVID IEP.

How Are Transition Recovery Services Provided?

- ❖ IEP teams determine student need for transition recovery services, including the schedule, anticipated timeline, areas of service, and amount of services.
- ❖ Thinking about schedules & timelines:
 - Decisions are individualized based on the student's present level of performance compared to expected transition progress if the pandemic had not occurred.
 - Should be inclusive and aligned to the student's least restrictive environment.
 - Should consider agency linkages, current employment, and/or access to services from other adult agencies.

So how are transition recovery services provided?

- The IEP team will determine a student's need for recovery services including the schedule, timeline, areas of services and amount of services.
- These decisions are individualized based on the student's present level of performance compared to expected progress if the pandemic had not occurred.
- Recovery Services should be inclusive to the greatest extent possible AND
- Should consider agency linkages, current employment and or access to services from other adult agencies

How are Transition Recovery Services Provided?



Staffing

Options include:

- Licensed or certificated special education staff.
- School district employees (under direct supervision & monitoring by special education staff).
- Special education staff from neighboring school districts and educational service districts (ESDs).
- Providing recovery services with short breaks over time.



Transportation

IEP teams should problem-solve with local and regional transportation departments to ensure students have appropriate transportation, if needed to access transition recovery services.

Options include:

- District and regional transportation.
- Shared agreements.
- Private transportation options.
- Parent reimbursement for travel costs.



OSPI is aware that staffing and transportation for recovery services will be an ongoing challenge. IEP teams and school districts have long implemented a variety of approaches for both staffing and transportation for transition services and will continue to implement these and expand current practices. You will see a few of these listed here and in our guidance document. To stay on timing we won't be going over these specifically today but we wanted you all to have the same information as districts.

What Can I Do to Support Transition Recovery Services?

- ❖ Reach out to your IEP team with your questions about transition recovery services and your student's progress during the pandemic.
- ❖ Ask your IEP team to discuss your student's progress on their IEP transition plan and High School and Beyond Plan, including:
 - Progress on IEP goals and post-secondary goals.
 - Completion of a High School and Beyond Plan and graduation pathway requirements.
- ❖ Share with the IEP team your observations from remote instruction and what worked best for your student. Communicate about other agencies that are also supporting your student.
- ❖ If you disagree with the proposed transition recovery service options or timelines, share your concerns with your student's IEP team. If the IEP team cannot reach agreement, you have access to dispute resolution options.

As we start to wrap up our discussion this evening, we know families are wondering what they can do to make sure their student receives the transition recovery services they need. As a first step, we encourage you to reach out to your IEP team with your questions about transition recovery services and, importantly, to learn more about your student's progress data during the pandemic.

Progress data could include IEP goals, report card grades, progress on the High School and Beyond Plan and graduation pathways, progress on the IEP Transition Plan, etc.

Your knowledge and observations about your student's learning during the pandemic is so important! Please share with your IEP team what you learned about your student during remote instruction, including what strategies worked best. If your student is connecting with other agencies, such as employment providers, please share that information, as well.

We know IEP team members may not always agree. If you disagree with the proposed transition recovery services options or timelines, share those concerns with the IEP team and ask that they be documented. You can also reach out to your school principal, the district special education director, or our special education office here at OSPI. We have our contact information on an upcoming slide.

What If My Student Did Not Access Services during the Pandemic?

- ❖ Schools may have offered special education and related services, including transition services, during the pandemic, and families may have declined those services or chosen to remain remote for a variety of reasons.
- ❖ For compensatory education, an administrative law judge or OSPI would consider mitigating factors that could reduce a compensatory award, such as a refusal of offered services.
- ❖ IEP Teams should make an individualized student-centered decision as to what transition recovery services are needed by considering:
 - The availability and impact to the student if offered services were not accessed.
 - A family's reasons for refusal and potential solutions for students to access support if needed (for example, if the student is not available during the summer months).
 - The student's needs and the impact of COVID on the student.

One of the most frequent questions we have been getting from both parents and schools are about services offered and accessed during the pandemic. Schools may have offered special education and related services, including transition services, during the pandemic. Families may have declined those services or chosen to remain with remote instruction, rather than in-person services, for a variety of reasons.

In compensatory education, an administrative law judge or an OSPI complaint investigator would consider factors that might reduce a compensatory award, including refusal of offered services. Our framing for recovery services is that this process should be proactive and collaborative, rather than waiting for a family to pursue dispute resolution options. The IEP team should consider the student's ability to access and progress with the services offered, the family's reasons for declining the amount or type of services offered, and the student's individual needs in light of the ongoing pandemic. Also, all that being said, families continue to have access to dispute resolution options.

How is OSPI Supporting Transition Recovery Services?

- Required supports for students with disabilities in the [OSPI Academic and Student Well Being Recovery Plan: Planning Guide 2021](#).
- Published [Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond](#).
- Held a webinar for school/district partners on transition recovery services on May 20, 2021.
- Ongoing communication with transition partners, including state agencies, schools, community groups, employers, and professional development providers.
- Special education monitoring activities:
 - 2020-21: Included review of IEP Transition Plans and HSBPs, student progress, and educational benefit, as well as the provision of FAPE during COVID.
 - 2021-22: Will include review of the determination and implementation of recovery services for individual students, as well as Transition Plans, HSBPs, student progress and educational benefit.

We were also asked about what OSPI is doing to support transition recovery services. Guidance documents, including the Academic and Student Wellbeing Recovery Plan guide and the roadmap for special education recovery services, provide specific guidance to schools and IEP teams for recovery services. We held a webinar for school and district partners on transition recover services on May 20, and we are currently revising our comprehensive question and answer document for providing special education and related services during the pandemic.

We have been engaging in ongoing communication with transition partners, including other state agencies and councils, schools, community organizations, employers, and professional development providers.

We have also started to incorporate recovery services, including transition recovery services, into our state special education monitoring. Over this school year, our process included a review of IEP transition plans and high school and beyond plans, student progress and educational benefit over time, and the provision of the free and appropriate public education (or FAPE) during COVID. We inquired about the status of recovery services planning for each of the districts we monitored.

For the coming year, we will review the determination, documentation, and implementation of recovery services for individual students, including transition plans, high school and beyond plans, progress monitoring, and educational benefit over time.

How Can I Learn More about Transition Recovery Services?

- Ask your IEP team for additional information and IEP goal progress data to inform decisions about whether transition recovery services are needed.
- Reach out to your district's special education office if you have additional questions or concerns.
- Consider accessing any summer or school year supplemental education offered by your district, in addition to any needed recovery services.
- Visit the OSPI Special Education family page on [Transition Services \(Ages 16–21\)](#) for information on graduation and transition. You can also email speced@k12.wa.us or call 360-725-6075.
- Contact Rod Duncan at Rod.Duncan@dshs.wa.gov to talk about DDA services
- Learn more about DVR services on the [High School Transition webpage](#) or contact Tammie Doyle, DVR Transition Manager, doylet@dshs.wa.gov, (509) 368-1005

Your student's IEP team is the best source for information about your student's progress, services, and needs for transition recovery services. You can also reach out to your district special education director with questions and concerns. Your student may benefit from general summer or school-year supplemental programs offered by your school district, beyond any individual recovery services.

Finally, we will keep the OSPI Special Education family page updated with information about Transition Services for students age 16 to 21. You can also email speced@k12.wa.us with student-specific questions or call our office at 360-725-6075.

Questions?



<https://media.istockphoto.com/photos/red-flag-with-question-mark-on-map-background-3d-rendering-picture-id537276026>



Frequently Asked Questions from Families

Q: My student receives transition services and turned 21 this year. Will my student be able to attend school for another year?

A: Transition recovery services are available for students who turned 21 during the 2019-20 or 2020-21 school year and have not yet received a diploma. The IEP team should work collaboratively in order to determine what transition recovery services are needed. The amount and type of transition recovery services for a student are individualized decisions by the IEP team based on the gap in progress between the pre-COVID IEP and Transition Plans and current progress.

Q: My student is graduating in June 2020. Will my student be able to access recovery services?

A: If a student receives a diploma in June 2020, the student is no longer eligible for services or supports from the public school district. Earning a diploma ends a student's eligibility and right to a free appropriate public education (FAPE). This is because the IEP team is responsible for determining when a student has met their graduation requirements which include not only credits and the graduation pathway but also their IEP transition plan and IEP goals. When a student earns their diploma, it is because the IEP team has determined that they have met all graduation requirements and that no additional special education services, including transition recovery services are needed. If a parent or adult student feels a student who earned a diploma was denied FAPE, they can pursue [dispute resolution options](#).

Frequently Asked Questions from Families

Q: What if my student was unable to access services during the pandemic? What if my student regressed during the pandemic?

A: Access to and participation in instruction, progress and regression, missed services, etc. are all information that a student's IEP team should consider and discuss when determining whether recovery services are necessary and what those recovery services will focus on.

Q: If a student is 21 years old or older, and accessing transition recovery services, will the student get an IEP? Where will the recovery services be documented?

A: Students above the age of 21 will no longer have an IEP, but if the IEP team determines they need transition recovery services this will be documented in a Prior Written Notice (PWN).



Thank you for your ongoing efforts to support your students through uncertain and rapidly-changing circumstances and for your ongoing partnership with schools and educational partners!

Tania