

Special Services Update



March 9, 2022

Overview

- Recovery Services
- Preschool

Recovery Services

“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).”

OSPI Guidance

Recovery Services

Recovery Services Eligible



FAPE Not Offered



Regression



No Progress



FAPE

Recovery Services Eligible



If a student was not offered FAPE during a period of remote learning, then the student should be considered eligible for recovery services.

Recovery services can help the student recover the lost services.

FAPE Not Offered

REGRESSION

Recovery Services Eligible



If a student has lost skills during a period of remote learning, then the student should be considered eligible for recovery services.

Recovery services can help the student recover the lost skills.

Regression

NO PROGRESS

Recovery Services Eligible



If a student has no progressed during a period of remote learning, then the student should be considered eligible for recovery services.

Recovery services can help the student recover the skills not gained.

No Progress



75%

Recovery Services:

**Academic, Social/Emotional,
Related Service recovery are
underway.**

Why is this change important?

STATE:

- OSPI asking school districts to assess current inclusionary practices in early childhood programs
- Appropriate least restrictive environment for students in the public school system

DISTRICT:

- Students are the Priority.
- Creating inclusive and equitable learning settings

STUDENT:

- Access to inclusive programs with a continuum of service
- A sense of belonging and connection to school and same-age peers

What are the changes?

Currently, serving students receiving special education services.

- Peer Mentor option
- Special Education- Separate Setting
- Marketed as a Developmental Preschool (Special Education)

Starting 22-23 SY, serving students ages 3-5.

- 50% receiving special education services/50% not receiving special education services
- Least restrictive environment
- Marketed as District Comprehensive Preschool

Next Steps

Classroom Steps:

- Curriculum
- Assessment Tools
- Daily Schedule
- Instructional Planning
- IEP
- Environment

Operational Steps:

- Financial Planning
- Transportation
- Marketing
- Communication
- Enrollment

The background of the entire image is a soft-focus photograph of a classroom. Numerous students' hands are raised in the air, some with fingers spread, suggesting an interactive or enthusiastic learning environment. The lighting is bright and warm, creating a positive atmosphere.

INCLUSIVE CLASSROOMS

support the

ABILITIES

and recognize the

POSSIBILITIES

of all students.