



OFFICE OF SPECIALIZED SERVICES

DATE: February 4, 2020

TO: All Special Education Teachers
All Special Education Compliance Monitors

FROM: Wendy Shapiro, Interim Deputy Chief

SUBJECT: 2020 EXTENDED SCHOOL YEAR
Information to be shared with parents/guardians of special education students before or during Report Card Conferences (February 5th -7th, 2020)

The Office of Specialized Services (OSS) is providing the following information on Extended School Year (ESY) Services in an effort to assist school based IEP teams with the timely completion of ESY eligibility determination and IEP goal development.

A. BACKGROUND

Federal special education regulations include a requirement that children with disabilities receive ESY programs in certain circumstances. Specifically, the Individuals with Disabilities Education Act (IDEA) provides: "Extended school year services must be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the child." For all students with disabilities, ESY eligibility must be considered at each IEP team meeting. For some students this determination must be made on or before February 28th with a NOREP issued no later than March 31st (see Section B).

B. TIMING REQUIREMENTS

The timing of an Extended School Year determination depends on whether the student is a member of the "Armstrong" Group. Students in the Armstrong Group are those students with a severe disability, such as:

- Autism/pervasive developmental disorder;
- Serious emotional disturbance;
- Severe intellectual disability (mental retardation);
- Degenerative impairments with mental involvement;
- Severe multiple disabilities.

The IEP team review meeting must occur no later than February 28 of each school year for students in the Armstrong Group. A NOREP to inform parents of students in the Armstrong Group of this eligibility or non-eligibility for ESY must be issued by March 31, 2018. These dates may require the team to reconvene after the annual IEP team review for the purpose of conducting a separate ESY IEP meeting. Students enrolled in Autistic Support, Emotional Support, Multiple Disabilities Support and Life Skills Support programs may be eligible for ESY services due to factors described in the Pennsylvania Department of Education Basic Educational Circular (BEC) attached to your email and referenced below.

Students with an IEP who are not in the Armstrong Group must also be considered for ESY eligibility. ESY determinations must be made in a "timely manner." Whenever possible, OSS is requesting that efforts be made to complete all ESY eligibility and services determinations by March 31 so that interface with other departments such as Transportation and Talent can occur in a timely manner.

C. ELIGIBILITY FACTORS

Student information is critical to determine ESY eligibility and individualized services. Eligibility status can change from year to year. Although a student's rate of regression and skill recoupment can be a factor used by the IEP team to determine ESY eligibility, it is NOT the only factor. ESY should not be denied based only on the absence of regression and recoupment. The IEP team must consider additional eligibility factors such as:

1. **MASTERY:** Examine the extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted;
2. **REGRESSION:** Examine the extent to which the student reverts to a lower level of functioning as evidenced by a measurable decrease in skill or behaviors which occur as a result of an interruption in education programming (regression);
3. **RECOUPMENT:** Examine the extent to which the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (recoupment);
4. **REGRESSION & RECOUPMENT:** The extent to which the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives;
5. **SELF SUFFICIENCY/INDEPENDENCE:** Examine the extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers; and
6. **WITHDRAWAL:** The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

D. IEP TEAM PROCESS AND DATA

At the IEP meeting when ESY eligibility and services are determined, the IEP team, by reviewing progress reports and progress monitoring data, shall develop the individual ESY program for each student. ESY is a program to maintain the progress made on the most critical goals and objectives. These identified goals are the goals that should be included in the student's ESY program. The ESY program usually does not include every goal and objective included in the IEP. Remember, ESY is the program offering designed to focus on skills that are critical to continue IEP goal progress.

The need for related services during ESY must also be considered through data review. The therapists who provide these services during the school year should be consulted to determine the frequency and amount of related services needed at ESY.

It is possible that for some students, the primary focus during ESY is related services such as speech and/or communication goals. For other students the focus may be more academic based skills and for others a combination may be appropriate.

ESY services will generally be provided in District school buildings on Tuesdays, Wednesdays, and Thursdays, from 9:00 a.m. to 1:00 p.m., for a six-week period during the summer. In 2019, these services will be provided from July 9 through August 15. However, there is no fixed amount, type, or duration of ESY services; each student is entitled to receive the services necessary to ensure he/she receives an appropriate education based on his/her needs. You should discuss during each IEP Team meeting whether the student needs fewer, more, or alternative services.

All students whose IEPs identify the eligibility for ESY will be enrolled in the 2019 ESY summer program or be provided alternative/additional ESY services. Schools will be responsible for reporting all ESY registration additions, changes, and deletions to the Office of Specialized Services.

Schools will also be responsible for reporting students who will graduate in June 2019, and whether or not these graduating students will receive ESY during the summer months of 2019. For students who will graduate and then attend ESY, at the completion of the summer ESY services, the LEA (school) must issue the regular high school diploma and Notice of Recommended Education Placement/Prior Written Notice exiting the student from special education.

Attached are two documents that must be provided to every parent/guardian of students with IEPs during the report card conferences:

1. The ESY Services Notice. This form must be provided to every parent/guardian of students with IEPs during the report card conferences. If the parent identified a native language other than English when registering, please use the following link for the language needed: <https://webapps1.philasd.org/tdm/search/query/wxzyESY#docs>.

2. The ESY 2020 Transportation Form. This form must be completed by schools and parents of ESY eligible students. Completed forms must be returned to schools. If the parent identified a native language other than English when registering, please use the following link for the language needed:

<https://webapps1.philasd.org/tdm/search/query/wxzyESY#docs>.

It is critical that we have an accurate count of the students who will attend the summer program by April 30, 2020 to ensure adequate materials, buses, and staff are in place.

Special Education Teachers will be sent the 2020 ESY Registration google form, 2020 ESY Student Information Form. This form must be completed for each ESY eligible student attending ESY.

We hope this information is helpful and we are available to answer any questions you may have about the IEP process for ESY. Questions and concerns may be emailed to ESY@philasd.org or to the Special Education Director supporting your Learning Network.

Thank you for the work and effort providing service and support to students with disabilities.

Attachments: ESY Eligibility Criteria (BEC 4-15-2013)
Teacher's Reference Desk on ESY
Department of Education's Guide to ESY
ESY 2020 Transportation Form
ESY Services Notice for Parents
ESY Checklist

C: Special Education Directors (with enclosures)
Special Education Case Managers
Special Education Coordinators