

Guidance for Extended School Year Programs for Students with Disabilities

Speakers

Pat Wright, Executive Director, NJPSA

Barbara Gantwerk, Coordinator Special Education Projects, NJPSA/FEA

David Nash Esq, Director LEGAL ONE

Dr. Peggy McDonald, Assistant Commissioner, Division of Student Services, NJDOE

Dominic Rota, Esq., Director Office of Policy and Dispute Resolution, NJDOE

Dr. Paul Barbato, Director of Special Education, Dumont Public Schools

We will have opportunity at various points to take questions for the panel .

Post your questions

We will retain all the questions and provide them to the DOE for their review

We will also review questions here to plan our future webinars and professional learning opportunities in order to address the issues that you are raising.

This is being recorded and after the webinar, you will receive a link to the webinar and power point.

Document links provided

Pandemic Response Institute: Planning for the 'New Normal'

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Our Students

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Our Staff

[Day 2 Registration](#)



New Jersey Department of Education

*Guidance for Summer Learning and
ESY Programs
Monday, June 15, 2020*



A Time Like No Other



Unprecedented is defined as:

- Without previous instance.
 - Never before known or experienced.
 - Unexampled or unparalleled.
-
- *“We are facing a human crisis unlike any we have experienced...”*

Amina J. Mohammed

UN Deputy-Secretary-General

COVID Action Platform

April 8, 2020



Agenda

- [Summer Learning Resource Guide 2020](#)
- ESY Programs and Summer Services Considerations
- Health Standards for In-person Summer Programming
- Dispute Resolution
- Compensatory Services
- Graduates and Students Aging Out



Summer Learning Resource Guide 2020

“Recognizing the educational and socioemotional value to students and educators of resuming in-person instruction, school districts and receiving schools **may conduct summer educational programming in-person, including ESY**, as authorized by EO 149 on or after July 6, 2020.”

“If a school district or receiving school determines that it would not be possible to meet summer program goals through in-person summer programming in accordance with the NJDOH standards, the **school district may conduct summer programming, including ESY for students with disabilities, remotely or by a combination of remote and in-person instruction.**”



Summer Learning Resource Guide 2020



“Permissible summer programming includes educational programs run by school districts, charter or renaissance schools (hereinafter “school districts”) and receiving schools, such as:

Extended School Year (ESY) programs,
traditional credit recovery,
21st Century Community Learning Centers,
migrant education, and
any additional summer learning opportunities that school districts may choose to offer to address learning loss and prepare students for the next school year.”



Summer Learning: Purposes 2020

- Frontload the next school years' learning to give students a jumpstart to SY20-21
- Maintain social and emotional connections and academic opportunities for at-risk students
- Intervene to address learning gaps resulting from the shift to remote learning
- Support credit recovery
- Ensure the administration of Extended School Year
- Provide services that address English language development regression



Summer Learning: Family Engagement 2020

- Conduct regular online and/or phone meetings throughout summer learning in a language parents/guardian can understand and using all available means: email, phone, text, regular mail, social media, etc.
- Assist families with supporting student use of online platforms and devices
- Assist families with supporting student learning
- Conduct regular check-ins to support students
- Conduct online parent/family meetings



Summer Learning: Assessment

- Administer low-stakes assessment for formative purposes
- Establish competencies for English language arts (ELA) and mathematics, aligned to prioritized standards and skills for the prior and upcoming grade
- Capture qualitative information about a student's progress on particular skill sets rather than using a traditional grade measure
- De-emphasize summative assessment except in necessary cases for credit recovery purposes •
- Monitor progress to measure response to intervention



Extended School Year (ESY) Services

- "Extended school year services" means special education and related services that are provided to a student with a disability beyond the normal school year in accordance with the student's IEP at no cost to the parent (N.J.A.C. 6A:14-1.3).
- The IEP team shall make an individual determination regarding the need for an extended school year program (N.J.A.C. 6A:14-4.3(c)).
- An extended school year program provides for the extension of special education and related services beyond the regular school year (N.J.A.C. 6A:4.3(c)).



Extended School Year (ESY) Services



- An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time (N.J.A.C. 6A:14-4.3(c)).
- The IEP team shall consider all relevant factors in determining the need for an extended school year program (N.J.A.C. 6A:14-4.3(c)).
- The district board of education shall not limit extended school year services to particular categories of disability or limit the type, amount, or duration of those services (N.J.A.C. 6A:14-4,3(c)1).



ESY Programs and Services

- For students whose IEPs included ESY prior to COVID-19, districts must implement IEPs to the greatest extent possible ([USDE Guidance](#)).
- “If a school district or receiving school determines that it would not be possible to meet summer program goals through in-person summer programming in accordance with the NJDOH standards, the **school district may conduct summer programming, including ESY for students with disabilities, remotely or by a combination of remote and in-person instruction.**”
- Consider home instruction/in-home services for students with the potential for significant regression.
 - Some providers may be able/willing to go into student homes.
 - Coordinate with Services provided by Department of Children and Families



Additional Summer Learning Options

- Complete unfinished/overdue assessments/evaluations.
- Complete assessments/evaluations that are due over the summer/in the fall.
- Conduct in-person evaluations to determine eligibility while maintain remote instruction plans.
- Deliver individual/small group related services in accordance with Camp group size limits.



Additional Summer Learning Options

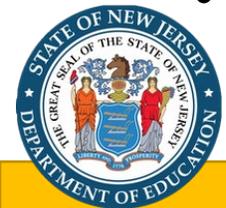


- Consider the need for summer services for students who did not need ESY but would benefit from additional learning opportunities
- Review data and student progress during period of remote instruction.
- If a student would benefit from summer programs offered to all students:
 - Convene IEP Team Meetings
 - Provide Written Notice of Proposed IEP Amendments (N.J.A.C. 6A:14-3.7(d))
Based on Parent Request or District Proposal
 - Ensure appropriate accommodations and modifications are provided



ESY/Summer Participation Considerations

- Use of IDEA funds and CARES Act Funding to support student learning needs.
 - More information about CARES Act is available at: [CARES Act](#).
- Ensure access to technology.
- Engage parents and families.
- Ensure regular attendance.
- Later Start/End Dates.
 - Allows more time for planning.
 - Enables students to get accustomed to social distancing, face coverings, etc.



Youth Summer Camps

- Entities that provide daily multi-hour programming for youths.
- Permitted to operate on or after **Monday, July 6, 2020**.
- Must comply with Standards established by the NJ Dept. of Health.
- Must submit attestation to the NJ Dept. of Health before opening.

Source – Executive Order No. 149 (Murphy, 2020)



Youth Summer Camp Standards



District Policies and Procedures

- Develop and implement COVID-19 Operational Plan
- Staff Training in following areas:
 - COVID-19 Signs and Symptoms
 - Daily health screening for students and staff
 - Hand-washing Practices
 - Use of Personal Protective Equipment (PPE)
 - Basic Emergency First Aid
- Social distancing of 6 feet between individuals
- Face coverings when social distancing is not possible
- Submit attestation prior to opening



Youth Summer Camp Standards (cont.)



Building Management

- Temperature screening at entry for staff and students
- Adequate ventilation
- Pictures and Signs delineating 6 feet for social distancing
- Pictures and Signs encouraging frequent handwashing, face covering
- Maintain adequate cleaning supply
- Routine daily cleaning, including common surfaces/shared objects
- Handwash and hand sanitizer readily available
- Clean, disinfect, air-dry equipment after use
- Avoid use of items not easily cleaned



Youth Summer Camp Standards (cont.)



Group Size and Student Cohort Groups

- Maintain daily cohort of students/No intermingling between groups
- Maintain adult/student ratio
 - 1 adult for every 10 students
- Limit group size to the extent possible
- Limit nonessential visitors
- No off-site activities or field trips
- No contact sports or intergroup competitions



Youth Summer Camp Standards (cont.)



Transportation

- Stagger drop off and pick up times to avoid large group congregation
- Maximize space between riders and driver
- Staff must wear face coverings
- Children should wear face coverings when social distancing is not possible
- Keep windows open for ventilation
- Vehicles must be cleaned and disinfected between each use



Youth Summer Camp Standards (cont.)



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Youth Summer Camp Standards (cont.)

The Youth Summer Camp Standards are available at:

[NJ COVID-19 Youth Summer Camp Standards](#)

Youth Camps COVID-19 Attestation Form is available at:

[Attestation Form](#)

CDC Guidance is available at:

[Suggestions for Youth and Summer Camps](#)



Dispute Resolution

- Mediation conferences/due process hearings are available options to resolve disagreement about ESY determinations, types of services.
- Disputes about “remote instruction vs. in-person instruction” may have to be decided by an Administrative Law Judge (ALJ) in an Emergent Due Process Hearing.
- NJDOE staff and ALJs are available to resolve ESY disputes.
- The ALJ will determine if the district’s program (remote, in-person, or both) provides the student with FAPE.



Compensatory Services

- Services provided to students with disabilities to make up for services not delivered.
- Need for compensatory services may be made by the student's IEP team.
- Typically, awarded by an ALJ following a finding that a student was denied FAPE.
- Type, frequency and duration of services determined by the student's IEP team.

Source – IDEA Case Law



Compensatory Services

- Determined by the student's IEP team to remedy the skills deficit because services were missed.
- IEP teams may meet in-person or virtually to determine need for compensatory services.
- IEP teams should review student data/progress to determine if additional services are needed due to the suspension of in-person instruction/services.
- No requirement that students receive one session of a service for each session missed during the period of school building closures/remote instruction.
- May be awarded by an ALJ following a due process hearing.
- Districts may use CARES Act funds to provide compensatory services.



Students who will Graduate or Age Out

- This group of students may not have received services in their IEPs during period of remote instruction.
- Districts are encouraged to consider providing additional services to assist students meet post-secondary goals.
- Districts are encouraged to coordinate with partner agencies, e.g., DVRS, DDD to supplement services being provided and to avoid duplicative services.
- Districts may amend current IDEA spending plans and use CARES Act funds to cover costs of providing additional services.
- More information is available at: [Students who will Graduate or Age Out](#).





Types of Services to Students who will Graduate or Age Out

- Community-Based Instruction
- Job Coaching/Training
- Pre-College Supports
- Pre-Vocational/Employment Support Services
- Self-Advocacy Skills
- Supplemental Instruction/Tutoring
- Structured Learning Experiences
- Public Transportation Utilization
- Other Transition Services for Transition to Adult System



Questions



Thank You

New Jersey Department of Education Website

<http://www.state.nj.us/education/>

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EXTENDED SCHOOL YEAR SERVICES



6/12/20 NJDOE GUIDANCE DOCUMENT ON ESY SERVICES:

“If a school district or receiving school determines that it would not be possible to meet summer program goals through in-person summer programming in accordance with the NJDOH standards, the school district may conduct summer programming, including ESY for students with disabilities, remotely or by a combination of remote and in-person instruction.”

N.J.A.C. 6A:14-4.3

“The IEP team shall make an individual determination regarding the need for an extended school year program. An extended school year program provides for the extension of special education and related services beyond the regular school year. An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time. The IEP team shall consider all relevant factors in determining the need for an extended school year program.”

OVERARCHING THEME FOR US TO REMEMBER:

IEPs with ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic

OUR DISTRICT'S RESPONSE TO ESY SERVICES

- Continue with remote delivery of Instructional and Related Services for ESY
- Individualize the remote delivery to address potential regression
- Critically review and thoughtfully consider if there is potential to provide in person ESY services
- Continue to monitor and document progress of learning needs of students

ADDITIONAL SERVICES DURING SUMMER

- Provide students access to social emotional support via our higher education affiliation agreements and Child Study Team school psychologists and school social workers

ADDITIONAL SERVICES DURING SUMMER

Social Emotional Supports will include:

- 1) Healthy Eating / Sleep habits for school success
- 2) Mindfulness for school success
- 3) Building appropriate study habits
- 4) Successful peer interactions

FINAL THOUGHTS

- 1) The key is to critically sort out if it would not be possible to deliver in-person ESY services in accordance with the NJDOH standards
- 2) Be flexible but with purpose and direction