



To: School District of Philadelphia Principals

From: Elizabeth Farruggia, Deputy Chief of Specialized Services

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Date January 16, 2025

Subject: RE: BSE Complaint Corrective Action (CIR  CM CIR October 27 2025.pdf &  BW CIR October 27 2025 .pdf)
Provision of Related Services, Progress Reporting, RR Timelines, EI IEP and NOREP Timelines

It is the goal of the Office of Special Education and Diverse Learners (OSEDL) to ensure all relevant personnel are aware of, and are in compliance with, all Federal and State mandates. As such, please be advised of the following expectations:

Provision of Related Services and Management of Related Service Delay or Disruption

Related Services must be implemented as outlined in the IEP. The following procedure has been developed to maintain transparency when services are missed due to a vacancy, staff leave, or provider workload overage.

- **STEP 1:** An ODL related services team member notifies the Principal, Special Education Director, and SPECM via email when related services are missed due to a vacancy, leave, or overage
- **STEP 2:** Within 10 calendar days of being notified of missed services, school teams will use the template provided below to notify each family whose student is affected by the missed services ([RSP Missed Services Letter SY 2025-26](#)).
- **STEP 3:** School teams will copy and create a [tracker](#) to maintain a record of missed service minutes. School teams will share the link for the school tracker with ODLrelatedservices@philasd.org, Special Education Network Director, and Case Manager. School teams will update the tracker monthly
- **REMEDIATION OPTION 1:** When the RSP vacancy has been filled, the ODL Related Services Team will contact the Principal, SPECM, and Special Education Director via email, providing the name, contact information and start date of the related services provider.
 - Within 10 days of the vacancy being closed, School teams will use the [Closed Vacancy Letter Template](#) to notify families of the start of the new provider.
 - Upon the start of a new RS provider and school teams will collaborate to determine if missed sessions can be made up by extending sessions and/or adding sessions to existing services OR missed sessions cannot be made up by the RS current provider, and compensatory services will need to be provided; Please email ODLrelatedservices@philasd.org re: Compensatory Education, next steps will be provided
- **REMEDIATION OPTION 2:** Extended Missed Services – 2 consecutive Terms with no related services rendered once per semester (2 terms) the school team will
 - Verify the accuracy of enrollment days and missed services using the provided tracker or directly from Easy IEP/ED Plan Documents, and notify the ODL Related Services team via email of any accuracy issues or necessary adjustments
 - The school will make an offer of Compensatory Services in a Compensatory Services Letter as provided by the Related Services Team.

- Please note that there is a requirement of 3 documented attempts to procure the signed letter and Norep.
- SPECMs will scan and upload ALL DOCUMENTS (signed letter and NOREP) to the student's EasyIEP profile
- If the parent is in disagreement with the offer, the SPECM will contact the Related Service Director to meet with the parent to discuss the offer, at alblack@philasd.org with the subject: COMP ED MEETING.

Progress Reporting Requirements

The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in that must include:

- A statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum
- A statement of measurable annual goals, including academic and functional goals designed to
 - Meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum
 - Meet each of the child's other education needs that result from the child's disability
 - For children with disabilities who take alternative assessments aligned to alternative academic achievement standards, a description of benchmarks or short-term objectives
- A description of how the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Reevaluation Report Timeline Requirement

Reevaluations must occur once every THREE years, but must not occur more than once per year *unless parents and LEA agree otherwise* by signing a waiver

- Students with ID must be reevaluated every TWO years
 - This requirement *cannot be waived*
- The completed RR must be forwarded to the parent within 60 *calendar* days of receiving the signed PTRE
 - This timeline does NOT include summer months
- The RR must be shared with the parent at least 10 *school* days prior to the IEP meeting unless there is a signed waiver by the parent

The LEA must attempt to obtain informed consent prior to conducting any reevaluation. A PWN should always be issued for a re-evaluation. A PTRE should be issued if additional testing is needed.

- If the parent DOES NOT RESPOND, then consent is not required if the LEA can demonstrate that:
 - It has documented THREE reasonable attempts to obtain consent; AND
 - The parent has failed to respond.
- If the parent refuses to consent, YOU MAY NOT PROCEED unless due process hearing procedures are utilized to seek a consent override.
 - The LEA does not violate its obligation if it declines to pursue the reevaluation.
 - A review of records ONLY should be completed

EI IEP and NOREP Timelines

The Early Intervention to School District Transition process ensures a smooth transition for children moving from preschool early intervention programs to kindergarten or first grade. Key steps include:

When the School District receives an Intent to Register from a family of a student attending Early Intervention whose child will be at least 5 years old on the first day of the next school, the school district must:

- Reviews existing data and determines a transition option.
- Document the transition option and proceed with that option in a timely manner.
- If the team determines additional data is required a Permission to Re-evaluate will be issued and the Re-evaluation report must be finalized within 60 days of the school receiving the signed Permission to Re-evaluate.
- All transitioning students from Early Intervention require a Prior Written Notice / Notice of Recommended Educational Placement describing the services the student will receive on the student's first day of school.
- Regardless of the chosen path, the child's services will continue uninterrupted, ensuring a smooth transition and minimizing disruption to their education and development.

As always, thank you for your efforts and dedication to our students with disabilities.

If you have any questions, please contact the Special Education Director for your Network.