



CROSS & JOFTUS

Extended School Year Opportunities for Students on IEPs

We want to alert you to an exciting educational opportunity this summer for some of your students who are on IEPs. Certain students in special education are eligible to receive Extended School Year services (ESY.) These services will be offered at select charter schools July 5 to July 29, 2011.

Extended School Year services are required by state and federal law as part of special education. ESY is not summer school but may operate in conjunction with summer school classes. Not all students on IEPs are eligible for ESY. We have attached information on what extended school year is and isn't and on eligibility for extended school year.

Please let me know via e-mail if you are interested in having your site considered as a location for extended school year services this summer.

Cross & Joftus has a contract to assist your charter school and others with special education. As part of this contract, we will be providing guidance, procedures, documents and support to certain charter schools to operate extended school year this summer on behalf of charter schools throughout the district. A list of expectations of site administrators is included with this letter. Approved costs for extended school year services will be reimbursed by the Los Angeles Unified School District and Cross & Joftus.

Please direct any questions about ESY to me at alice@edstrategies.net .

More information about ESY services is included with this email, including applications to be employed to teach and provide ESY. Please share this information with your special education teachers.

Your assistance is important to ensure that your school is providing special education as the law requires. We are pleased that we are able to help you in providing this service for your students and their success.

Sincerely,
Alice Parker
Project Director
Cross & Joftus

Attachment: What Is Extended School Year
Eligibility for Extended School Year
Expectations and Responsibilities of Site Administrators...

What is Extended School Year (ESY)?

Extended School Year (ESY) Is:

- 👉 Based only on the individual student's specific critical skills that are critical to his /her overall education progress as determined by the IEP team
- 👉 Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year
- 👉 Designed to maintain a reasonable readiness to begin the next year
- 👉 Focused on specific critical skills where regression, due to extended time off, may occur
- 👉 Based on multi-criteria and not on a single factor
- 👉 Considered as a strategy for minimizing the regression of skill, in order to shorten the time required to gain the same level of skill proficiency that the child exited with at the end of the school year

Extended School Year (ESY) Is:

- ⊗ **Not** a mandated 12-month service for all students with disabilities
- ⊗ **Not** required to function as a respite care service
- ⊗ **Not** funded by General Fund
- ⊗ **Not** required or intended to maximize educational opportunities for any student with disabilities
- ⊗ **Not** necessary to continue instruction on all the previous year's IEP goals during the ESY period
- ⊗ **Not compulsory.** Participation in the program is discretionary with the parents, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY
- ⊗ **Not** required solely when a child fails to achieve IEP goals and objectives during the school year
- ⊗ **Not** to be considered in order to help students with disabilities advance in relation to their peers
- ⊗ **Not** for those students who exhibit random regression solely related to transitional life situation or medical problems which result in degeneration
- ⊗ **Not** subject to the same LRE environment considerations as during the regular school year as the same LRE options are not available. Additionally, LRE for some students may be home with family members
- ⊗ **Not** a summer recreation program for students with disabilities
- ⊗ **Not** to provide a child with education beyond that which is prescribed in his/her IEP goals and objectives
- ⊗ **Not** for making up for poor attendance during regular school year
- ⊗ **Not** the primary means for credit recovery for classes failed during the regular school year

Who is Eligible for Extended School Year Services?

The need for Extended School Year (“ESY”) services must be considered and documented annually on the IEP for every student receiving special education services. The need for ESY services may be addressed at any IEP meeting. The IEP meeting addressing ESY should take place a reasonable time prior to the commencement of the extended break.

ESY programming must be provided to eligible students at no additional cost to parents. The IEP team shall determine the need for ESY eligibility and programming considering the following factors:

Nature and severity of the disability. The more severe the disability, the higher the probability that the student will need ESY services.

Current IEP goals and objectives. If progress on meeting these goals has been very slow, the student may need ESY services to continue to make progress in support of FAPE

Emerging skills and breakthrough opportunities. If a student is just beginning to communicate or accomplish self-care skills a temporary break may cause a setback.

Interfering behaviors. Behavior may have an impact of student’s ability to make educational progress

To prevent serious regression during an extended break. If the student has continued to progress educationally from year to year despite the lack of ESY programming, ESY may not be necessary to ensure FAPE. Additionally however, there does not need to be a pattern of regression previously but the IEP team needs to consider whether there is a likelihood of regression based on knowledge of student **Regression** refers to a decline in knowledge and skills that can result from an interruption in education. **Recoupment** is the amount of time it takes to regain the prior level of functioning. The issue is whether the benefits derived by the child during the regular school year will be significantly jeopardized if he is not provided an educational program during the summer months.

This criterion for eligibility, although it is a primary consideration to be used by IEP teams, is still only one of several criteria to be considered in making ESY decisions. It covers both instructional and related services for the prevention (or reduction) of academic and physical regression. For some students, the skill regression during the summer months, coupled with their limited recoupment ability, is such that their basic educational needs cannot be met in the regular school years program.

Rare and unusual circumstances. ESY services are more likely to be necessary for students who have been absent for extended periods of time or for students moving from restrictive placements to inclusive programs.

Expectations and Responsibilities of Site Administrators during Extended School Year (ESY)

May 4, 2011

The following is a list of representative duties, responsibilities, and expectations of those administrators responsible for supervising Special Education Extended School Year (ESY) programs and classes at school sites. This list is not exhaustive. Site administrators are expected to perform the typical and usual duties of a principal during extended school year. Site administrators will have assistance support from an experienced special education administrator during ESY.

- Participate in selection of teacher(s) and paraeducator(s) for extended school year class(es).
- Familiarize self with the students who will participate in extended school year services at the site.
- Identify classroom for ESY class. Ensure that classroom is prepared for use during ESY and that staff who use the room during the regular year are informed.
- In cooperation with ESY teacher, establish hours of instruction and instructional schedule.
- Arrange for custodial care.
- Arrange for information about the school, parking, phone and e-mail, etc. to staff and parents who will be involved in ESY.
- Ensure that emergency information, medical information, behavioral information, and IEPs for students participating in ESY are at the school site prior to the first day of instruction.
- Facilitate the setup of the room by teacher and paraeducators prior to the start of ESY.
- Provide administrative support, guidance, supervision, and direction to teachers and paraeducators who are providing ESY instruction and services.
- Provide administrative oversight and management for student behavior, safety, wellness, discipline, and other matters.
- As appropriate and available, facilitate involvement of students participating in extended school year classes with activities and events and with students participating in any general education summer school at the site.
- Oversee and ensure appropriate expenditure of funds allocated to extended school year instruction.
- Ensure that classrooms are properly supervised and staffed and that students are adequately and safely supervised and monitored during the time that students on campus for ESY; monitor and signoff on timecards.
- Ensure that IEPs are implemented and that ESY is operated in a compliant and lawful manner.
- Perform other duties to ensure the orderly operation of ESY classes and services at site.