



CROSS & JOFTUS

To: Special Education Teachers

Date: May 5, 2011

CC: Principals
Special Education Administrators

From: Alice Parker, Project Director

Subj: Extended School Year Services

The following information is important for you and for your students in planning for Extended School Year (ESY) services. Please read the information carefully and take the appropriate actions. If you have questions or need further information, please e-mail your requests to Alice Parker at alice@edstrategies.net.

Dates for ESY: ESY instruction and services for eligible students are scheduled to run from **July 5** through **July 29, 2011**. Teachers and paraeducators will receive salary to work for four hours one day prior to the start of ESY instruction to prepare classrooms and materials. That day will be determined in cooperation with the principal at the site.

Instructional Time and Workday for ESY: ESY classes will operate for the length of time indicated below. The instructional hours (beginning and ending time of instruction) will be determined at each site where extended school year is offered.

Students' Grade Level	Minimum Instructional minutes	Teachers' workday in minutes*	Paraeducators'/ assistants' workday in minutes*
Kindergarten	180	240	240
Primary (grades 1, 2, and 3)	230	290	290
Intermediate (grades 4, 5, and 6)	240	300	300
Middle school and high school (grades 7 and above)	240	300	300

*Includes 30 min. unpaid lunch.

Location for ESY Services: ESY services and classes will be offered at select charter schools. The specific locations will be announced by June 1, 2011.

Supports and services for ESY: Each ESY class will have approximately \$200 allocated and available for materials, supplies, and copying for ESY. Students who require related services, such as speech therapy, during ESY will receive the services as directed on their IEPs.

Eligibility: **Not all students with IEPs are eligible for ESY services.** If one or more of your students meets the criteria for participation in ESY (see *Eligibility for Extended School Year*, attached), but ESY is NOT indicated on the student's IEP, please offer ESY to the student's parents and secure the parent's written consent to add ESY to the student's IEP. If the student does not meet eligibility criteria for ESY, do not offer ESY.

Revision of IEP: Guidance on how to revise a student's IEP to include ESY services will be sent to you later this month.

Communication with Parents: Information for parents of students you believe are eligible for ESY services will be provided to you in the next few weeks.

Application to Teach ESY: Each teacher wishing to teach ESY **must complete and return a completed application form and resume, via e-mail, to** Catherine Conrado at catherine@edstrategies.net, **no later than May 20, 2011.** Preferences will be given to each teacher who wishes to teach the class with students with whom the teacher works during the regular school year. Preferences will be given to teachers who commit to teaching the complete ESY period. Some classes may be combined due to numbers of students participating.

Instructional paraprofessionals who wish to work during ESY may apply by *e-mailing a completed application form and resume to* Catherine Conrado at catherine@edstrategies.net, *no later than May 25, 2011.*

Application forms are attached.

Hourly Rate for ESY Work: Teachers who are employed to teach ESY classes will be paid at a rate of \$30 per hour. Paraeducators or instructional assistants who are employed to work during ESY will be paid at their hourly rate established

during the current school year. Timecards are to be submitted on the last day of work.

Student Participation in Other Programs: Please note that students receiving special education services may also participate in other programs offered by the school during the summer as appropriate.

Attachments:

What Is Extended School Year?

Who Is Eligible For Extended School Year Services

2011 extended school year for special education teaching application

2011 extended school year for special education paraeducator/assistant application

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.