

# Understanding Extended School Year (ESY)



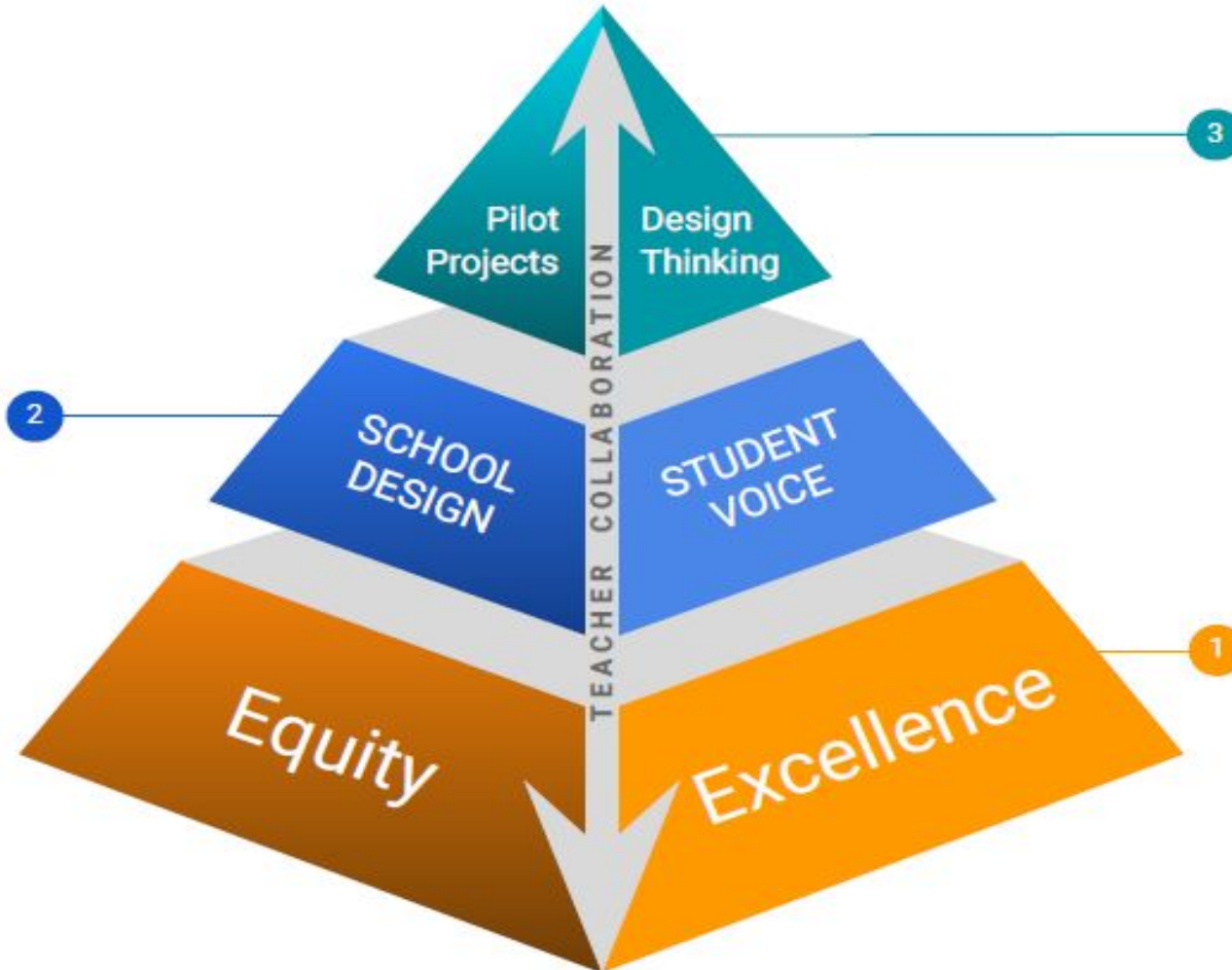
# Hold Your Questions for Later





HAWAII DOE

# Learning Organization



## Pipeline of Emerging Ideas

To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.

## Innovating in Support of the Core

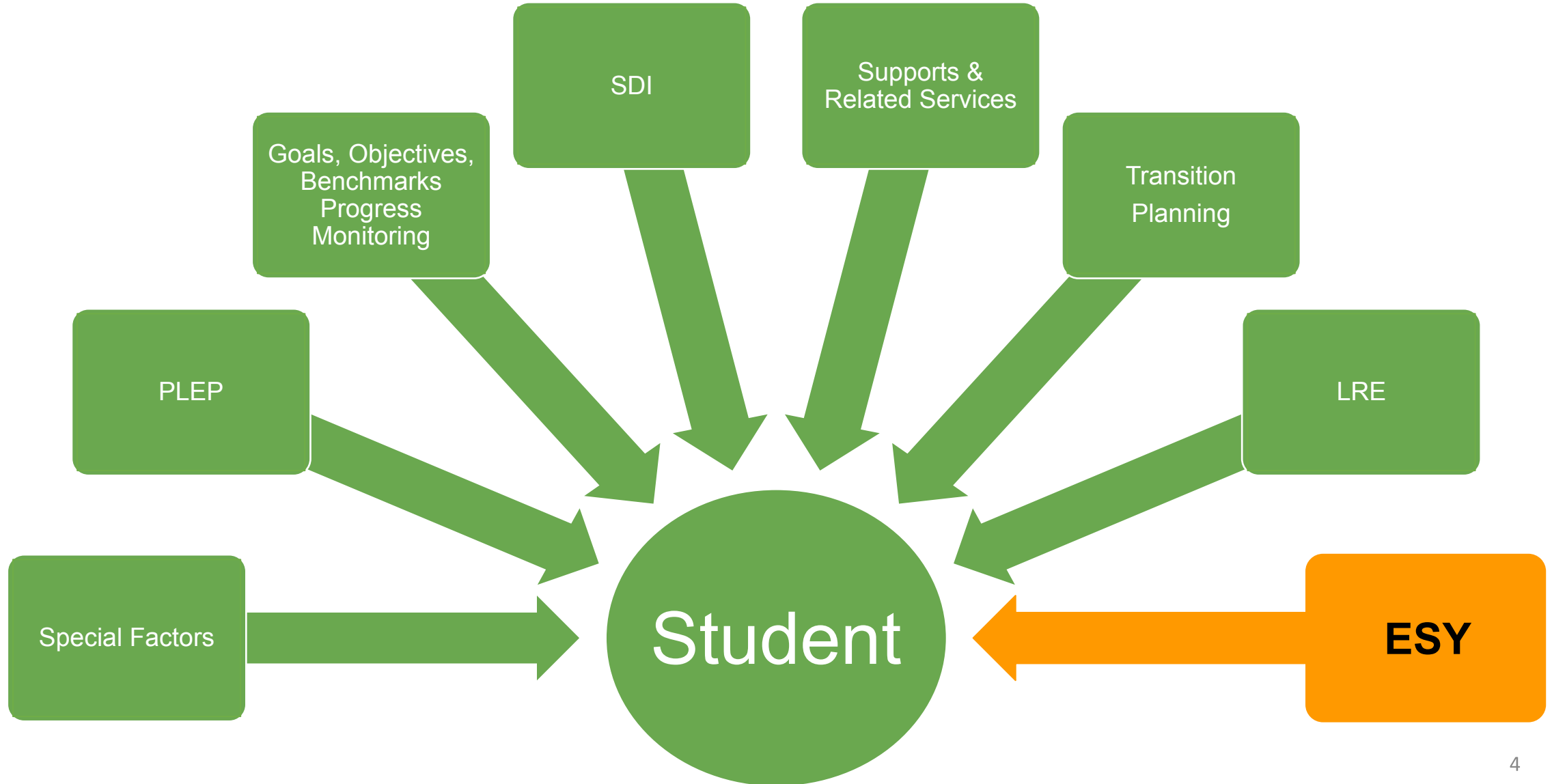
New strategies and systems for delivering Teaching & Learning.

## Teaching & Learning Core

Focus: equity and excellence in core curriculum and supports.

Created Nov. 27, 2017  
<http://bit.ly/HIDOELearnOrg>

# Student Centered IEPs



# Learner Outcomes

Participants will:

- Understand and explain the purpose of ESY.
- Identify what ESY Is and Is Not.
- Understand the factors to consider.
- Engage in a ESY Decision Making Process.



# Purpose of ESY

***To Maintain critical skills*** achieved during the regular school year!



# ESY Is Not:

- One size fits all
- Summer School
- Credit Recovery
- Compensatory Education
- Enrichment Services
- Child Care
- Based on category of disability



# ESY Is Not to:

- Maximize student potential.
- Teach new skills or behaviors.
- Provide catch up or close the gap.
- Address IEP goals not mastered during the school year.
- Address regression related to medical degeneration.





# ESY Is:

- An IEP team decision, based on individual needs.
- Part of the offer of FAPE.
- Specific goals and objectives.
- Beyond normal school day/year.
- No cost to parents.
- Meet the standards of State Education Agency (SEA).

*34 CFR § 300.320 through 300.324*



# **Activity:** What are your thoughts about students who are currently receiving ESY services?

- 1. How does this affect the way you determine if a student meets the ESY standards?**
- 2. How does this affect the way you determine ESY services?**



# ESY Factors to Consider

- Extent of regression
- Rate of recoupment
- Nature of disability
- Severity of disability
- Independence from caregivers

*HAR § 8-60-7*



# Extent of Regression

The degree of decline in critical skills due to an interruption in educational programming.

***Question to Ask:*** Does the data indicate the student is experiencing significant regression that affects the maintenance of critical skills?



# Rate of Recoupment

The ability to relearn critical skills at the same level demonstrated prior to the interruption of educational programming.

***Question to Ask:** Does the student experience a prolonged period of time to relearn previously learned critical skills?*



# Nature and Severity of Disability

Children with disabilities that require consistent, highly structured programs may be predisposed to **regression** and have **limited recoupment** capacity.

***Question to Ask:** In what ways does the nature of the student's disability and/or intensity of needs impact the maintenance of learned critical skills?*



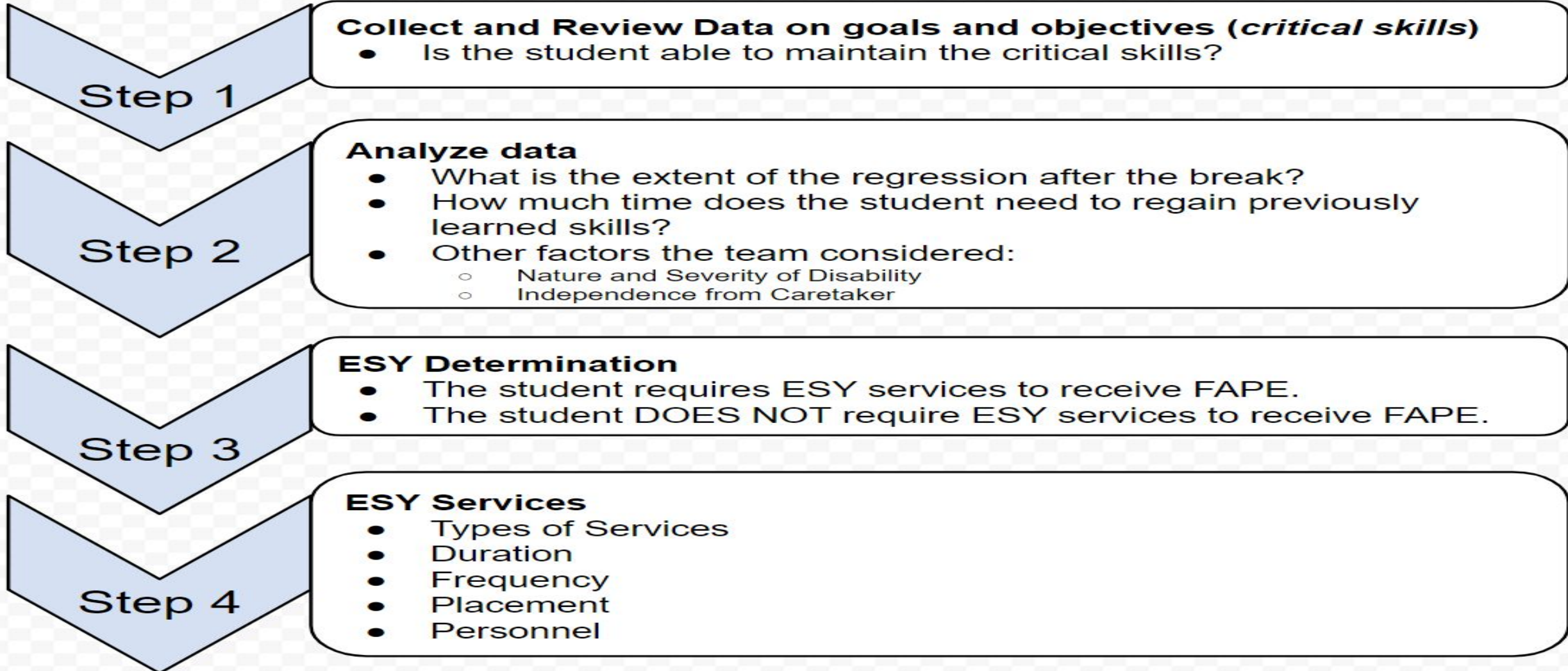
# Independence from Caregiver

Extent to which a critical skill is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caregivers.

***Question to Ask:*** *How will the maintenance of the critical skills that are crucial for the student's independence be significantly impacted, if ESY is not provided?*

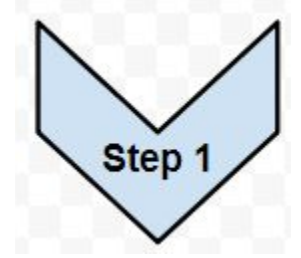


# ESY Decision Making Process





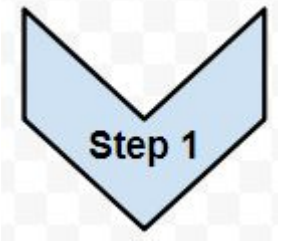
# Data Collection Methods



- Informal assessments
- Formal assessments
- Student (academic and Behavior)
  - Observations
  - Interviews/Conversations
  - Work Samples



# Planning Your Data Collection for ESY

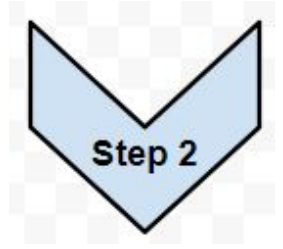


## **Break in any instructional services:**

- Collect at least 3 data points before the break during last (1-2 weeks prior to break).
- Collect at least 3 data points immediately after the break (until skills are regained).
- After recoupment, collect at least 3 data point to show the student maintained the skills/behaviors they lost prior to the break.



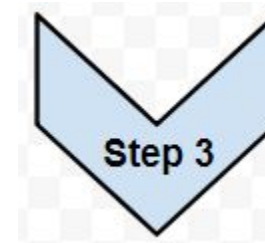
# Analyzing Data



- **DO** target specific IEP goals and objectives.
- **DO** consider performance over time.
- **DO** focus on extent of regression related to the break in instruction.
- **DO NOT** do an intuitive, “Yes she needs it” analysis.
- **DO NOT** rely on single data points.
- **DO NOT** be fooled by generally erratic student performance.



# ESY Determination



The student...

**Requires** ESY services to receive FAPE.

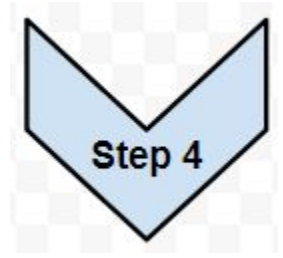
**OR**

**Does not require** ESY services to receive FAPE.



# ESY services

- Types of services
- Frequency and Duration
- Placement
- Personnel



# Case Study

**Scenario:** Roger is a 7th grader. He has a mild intellectual disability. He is currently decoding at 2nd grade level between 70-80% accuracy. He can read at 1st grade level text and answer 60-70% of the comprehension questions correctly. He has been working on the same skills for the past 2 years with minimal progress.



# Step 1: Collect and Review Data (Fall Break)

**Critical Goal/Objective #1:** Given a text at a 1st grade level, Roger will read and correctly answer 80% of reading comprehension questions for 3 consecutive opportunities.

**Critical Goal/Objective #2:** Given a text at a 2nd grade level, Roger will decode with 90% accuracy for 3 consecutive opportunities.

1-2 weeks before Fall Break (October 2, 2017 to October 6, 2017)	Fall Break (10/7/17 to 10/15/17) No School Services for <b>9 calendar days</b>	1st, 2nd and 3rd days after Fall Break (October 16, 17, and 18, 2017)	4th and 5th days after Fall Break (October 19 and 20, 2017)
<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 70%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 70%, 65%, and 70% accuracy. (30 min./day)</li> </ul>		<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 50%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 60%, 65%, and 70% accuracy. (30 min./day)</li> </ul>	<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 60%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 70%, 70%, and 70% accuracy. (30 min./day)</li> </ul>



# Step 1: Collect and Review Data (Winter Break)

**Critical Goal/Objective #1:** Given a text at a 1st grade level, Roger will read and correctly answer 80% of reading comprehension questions for 3 consecutive opportunities.

**Critical Goal/Objective #2:** Given a text at a 2nd grade level, Roger will decode with 90% accuracy for 3 consecutive opportunities.

1-2 Weeks before Winter break (December 7, 2017 to December 21, 2017)	Winter Break (12/22/17 to 01/07/18) No School Services for 17 calendar days	1-2 weeks after Winter Break (January 8, 2018 to January 19, 2018)	5 weeks after the Winter Break (February 5, 2018 to February 9, 2018)
<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 70%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 80%, 75%, and 80% accuracy. (30 min./day)</li> </ul>		<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 50%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 45%, 50%, and 50% accuracy. (1 hr./day)</li> </ul>	<ul style="list-style-type: none"> <li>- Read and correctly answer comprehension questions (1<sup>st</sup> grade passage) 60%, 60% and 60% correctly answered. (1 hr./day)</li> <li>- Decode a text (2nd grade passage): 80%, 85%, and 80% accuracy. (1 hr./day)</li> </ul>





# Step 2: Analyze Data

**Critical Goal/Objective #1:** Given a text at a 1st grade level, Roger will read and correctly answer 80% of reading comprehension questions for 3 consecutive opportunities.

**Critical Goal/Objective #2:** Given a text at a 2nd grade level, Roger will decode with 90% accuracy for 3 consecutive opportunities.

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# Step 3: ESY Determination



Does the student require ESY services to receive FAPE?

Why or Why not?



# Step 4: ESY Services



- Which critical skills do we address during ESY?
- Which services will address the critical skills?
- What is the duration and frequency of the ESY?
- What is the placement for ESY?
- Which type of personnel (position title) will deliver the ESY services?



# Documentation on the IEP

Due to the extent of regression and the rate of the recoupment in decoding skills, Roger will receive special education services for ESY after a 9-day break in educational programming. He will receive ESY for the following dates: June 6-8, 2018; June 12-July 27, 2018 (except for July 4); December 26-28, 2018; and January 2-4, 2019. The student will receive 1 hour a day of ESY services in a special education class from a Special Education teacher.



# How do you discuss ESY with a parent?

Purpose of ESY services for the child.

Data collection.

Concerns about child.

**EVERYONE'S INPUT IS IMPORTANT!**



# Reflecting on today's session



- Purpose of ESY
- What ESY Is and Is Not
- Consideration Factors
- ESY Decision Making Process



# Questions & Answers



# References

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