Understanding Extended School Year (ESY)
Hold Your Questions for Later
Learning Organization

Innovating in Support of the Core

New strategies and systems for delivering Teaching & Learning.

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.

Teaching & Learning Core

Focus: equity and excellence in core curriculum and supports.

Created Nov. 27, 2017
Student Centered IEPs

- Student
- SDI
- Supports & Related Services
- Transition Planning
- LRE
- PLEP
- Goals, Objectives, Benchmarks Progress Monitoring
- Special Factors
- ESY
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

Step 1
Collect and Review Data on goals and objectives (critical skills)
- Is the student able to maintain the critical skills?

Step 2
Analyze data
- What is the extent of the regression after the break?
- How much time does the student need to regain previously learned skills?
- Other factors the team considered:
  - Nature and Severity of Disability
  - Independence from Caretaker

Step 3
ESY Determination
- The student requires ESY services to receive FAPE.
- The student DOES NOT require ESY services to receive FAPE.

Step 4
ESY Services
- Types of Services
- Duration
- Frequency
- Placement
- Personnel
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.

<table>
<thead>
<tr>
<th>1-2 weeks before Fall Break (October 2, 2017 to October 6, 2017)</th>
<th>Fall Break (10/7/17 to 10/15/17)</th>
<th>1st, 2nd and 3rd days after Fall Break (October 16, 17, and 18, 2017)</th>
<th>4th and 5th days after Fall Break (October 19 and 20, 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and correctly answer comprehension questions (1st grade passage) 70%, 60% and 60% correctly answered. (1 hr./day)</td>
<td>No School Services for 9 calendar days</td>
<td>- Read and correctly answer comprehension questions (1st grade passage) 50%, 60% and 60% correctly answered. (1 hr./day)</td>
<td>- Read and correctly answer comprehension questions (1st grade passage) 60%, 60% and 60% correctly answered. (1 hr./day)</td>
</tr>
<tr>
<td>- Decode a text (2nd grade passage): 70%, 65%, and 70% accuracy. (30 min./day)</td>
<td></td>
<td>- Decode a text (2nd grade passage): 60%, 65%, and 70% accuracy. (30 min./day)</td>
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### 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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<th>1-2 Weeks before Winter Break (December 7, 2017 to December 21, 2017)</th>
<th>Winter Break (January 8, 2018 to January 19, 2018)</th>
<th>5 weeks after the Winter Break (February 5, 2018 to February 9, 2018)</th>
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<td>- Decode a text (2nd grade passage): 80%, 75%, and 80% accuracy. (30 min./day)</td>
<td>- Decode a text (2nd grade passage): 45%, 50%, and 50% accuracy. (1 hr./day)</td>
<td>- Decode a text (2nd grade passage): 80%, 85%, and 80% accuracy. (1 hr./day)</td>
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**Step 1: Collect and Review Data (Winter Break)**
**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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<tr>
<th>1-2 Weeks before Winter break (December 7, 2017 to December 21, 2017)</th>
<th>Winter Break (12/22/17 to 01/07/18) No School Services for 17 calendar days</th>
<th>1-2 weeks after Winter Break (January 8, 2018 to January 19, 2018)</th>
<th>5 weeks after the Winter Break (February 5, 2018 to February 9, 2018)</th>
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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?
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
References


Cooperative Educational Service Agency (CESA) 7 Memorandum – Update on Extended School Year (ESY) Services from Nissan B. Bar-Lev, Director of Special Education April 9, 2016.

References - continued


