

Extended School Year

F.A.Q's.

(For further information please email Brian Norris)

- 1. Q: If reading is considered to be a critical life skill, how far below grade level should a student be to be considered for ESY?**

A: ESY determinations are IEP team decisions and are based on the student's needs. Therefore, it would be inappropriate to base the need for services solely on how far below grade level a student is reading. The consideration of both formal and informal evaluations, as well as documentation of individual student performance are valuable in assisting the IEP Team in determining need and extent of ESY services for a student.
- 2. Q: If a student has maintained all their skills over the summer, why do we have to wait until the end of 1st marking period to address ESY?**

A: Since all students are expected to experience some regression during instructional breaks, and since research shows that it takes non-disabled individuals approx. 45 days to recoup information, the District has set the end of the first marking period as a guide in determining a reasonable period of recoupment.
- 3. Q: Does data need to be presented to determine if a student is eligible for ESY even if the committee feels the student would not benefit from it?**

A: Yes. The IEP Committee's determination of whether or not a student would benefit from ESY services must be based on data.
- 4. Q: Does a student need to demonstrate a need for academic instruction in order to be eligible for ESY? What if they need counseling or behavior support?**

A: No single criterion has been identified as the determining factor for ESY services. The IEP team must review the student's progress on the IEP goals and consider all pertinent data to determine the area(s) of need for ESY services.
- 5. Q: Are Critical Life Skills just as important to look at as Regression when determining ESY?**

A: Yes, critical life skills are just as important a factor in determining the need for ESY services.
- 6. Q: Can ESY decisions be based on diploma option?**

A: No. ESY determination is based on the student's needs as supported by data.
- 7. Q: If on-the-job support is determined to be the specific ESY service the student needs, who provides it?**

A: Decisions on the type of ESY services and delivery methods are based on student needs, as indicated by data, and are determined by the IEP team. Job coaching services may be provided for job support if the committee determines that this service is needed.
- 8. Q: How are home packets an alternative to a student attending ESY?**

- A. IEP teams determine the appropriate service delivery model based on the needs of the individual student and may recommend Home Packet as a delivery model for ESY services. Home Packets are “take home” instructional materials that students work on during ESY. Students may receive Home Packets *with* or *without* consultation for ESY services, as determined by the IEP team.
- 9. Q. How do we document that the student is receiving a home packet for ESY?**
A. This information is documented in the ESY services on Ed Plan.
- 10. Q. How are ESY data collection fields completed for home packets?**
A. You are not required to complete the Data Collection fields for Home Packets, as these fields pertain to students receiving services at ESY sites.
- 11. Q. Do we send ESY Parent Letters home for students receiving ESY services through Home Packets?**
A. No, it is not necessary to send ESY Parent Letters, as these students will not be receiving services at an ESY site.
- 12. Q. Do we prepare ESY Folders for students receiving Home Packets for ESY?**
A. If the student is receiving a Home Packet with consultation, an ESY Folder should be prepared. The folder should include a copy of the instructional packet that the student is given for ESY, home contact information, a log for the teacher to document the ESY consultation services provided, and any other relevant information to assist the ESY service provider with supporting the student during ESY.
- 13. Q. What are the dates for submitting ESY Transportation Requests?**
A. Please refer to the ESY Timeline handout for these dates.
- 14. Q. How do we handle ESY transportation requests for eligible students entering our school after the Transportation Requests deadline?**
A. Please contact your District assigned program specialist or Transportation to arrange ESY transportation services for these students.
- 15. Q. What happens if a parent indicates that the student will not attend ESY, then the student shows up at the ESY site? Do we service the child?**
A. Parents are responsible for notifying schools on whether or not their child will attend ESY so that schools can plan accordingly. In this case, the ESY site would notify the District ESLS Office for assistance.
- 16. Q. I am a fairly new ESE Specialist and don't quite understand ESY service delivery options, Home Packets, and ESY Planning in general. How do I get information?**
A. ESY service options, planning, and general information are discussed each year at ESE Specialist meetings. The information, including the ESY Guide, meeting handouts, and forms are also available for your review under the Extended School Year link on the District ESLS Website. Should you need additional information or support, please contact your assigned ESLS program specialist for assistance.

17. Q: When considering Reading as an area under Emerging Learning Skills, does this mean decoding or comprehension?

A: Emerging skills are skills that the student has just begun to learn and, therefore, may not display consistently. As reading involves several skills, the IEP team would need to review the student's progress on targeted reading goals to determine whether any of the reading skills are at a breakthrough point (critical point of learning) and whether the student would need ESY services to maintain these skills in order to receive some benefit from his/her educational program during the regular school year.

18. Q: Can "potty training" be considered a critical life skill for ESY?

A: Critical life skills are skills that are essential for the promotion and maintenance of the student's self-sufficiency and can include skills such as toileting and eating, as these are essential for minimal independence.

19. Q: If Reading is being delivered in a general education classroom for an ESE student, can it still be considered as an Emerging Skill for ESY? Does location of services impact the ESY decision?

A: ESY services are based on the student's needs and targeted goals, not the location of services.

20. Q: How do we determine what ESY site a student will attend if they are on reassignment, McKay or at a cluster site?

A: These students default back to their home bounded school and would attend the ESY site that their home school feeds into.

21. Q: Please clarify which equipment needs to be sent for a student for ESY.

A: Any adaptive, assistive, OT/PT, or other specialized equipment or materials that are specified in the IEP goal, that the student needs for ESY.

22. Q: If we decide a student needs ESY after the transportation date has passed, what do we do?

A: You would need to contact your District ESLS program specialist or transportation to arrange ESY Transportation service for the student.

23. Q: What do we do if the parent does not return the ESY letter(s)? Should we note this in the Contacts Tab?

A: Yes. You are also encouraged to call the parent if you have not received a response.

24. Q: When equipment is being checked into the ESY site, is it okay that the Principal/AP may not be the one that is assigned to that school, but just working ESY?

A: Yes, the Principal at the ESY site is responsible for that school during his/her time there and therefore assumes responsibility for everything, including equipment.

25. Q: At ESY sites, do site based teachers actually "teach" or do students just work on packets/materials sent by the school?

A: Teachers are required to provide appropriate instruction to students during ESY.

26. Q: Who supervises “home packets?”

A: Students provided with home packets without consultation do not require supervision from ESY staff. However, an ESY teacher is responsible for supervising students receiving home packets that require monitoring/consultation.

27. Q: If a student needs ESY for Speech, can they attend for 30 minutes only? Is the packet still required or does the SLP just work on the goals?

A: The IEP team makes the decision on the duration, frequency, and type of services a student receives for ESY. Provide necessary materials to facilitate ESY services for all students, including students receiving Speech/Language services.

28. Q: Can we get an electronic Planning Form for ESY?

A: Yes. The ESY Planning Forms are available in both Word and PDF formats on the Ebox within Ed Plan or via Sharepoint.

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