

# **Extended School Year (ESY) For Students with Disabilities**

## **2020 ESY Updates**

# What is ESY?

- ESY refers to special education and related services, beyond the normal school calendar year for student with disabilities.
- ESY is a set of activities designed to assure maintenance of previously learned skills that would be significantly jeopardized if the student did not receive ESY services.

# Legal Requirement

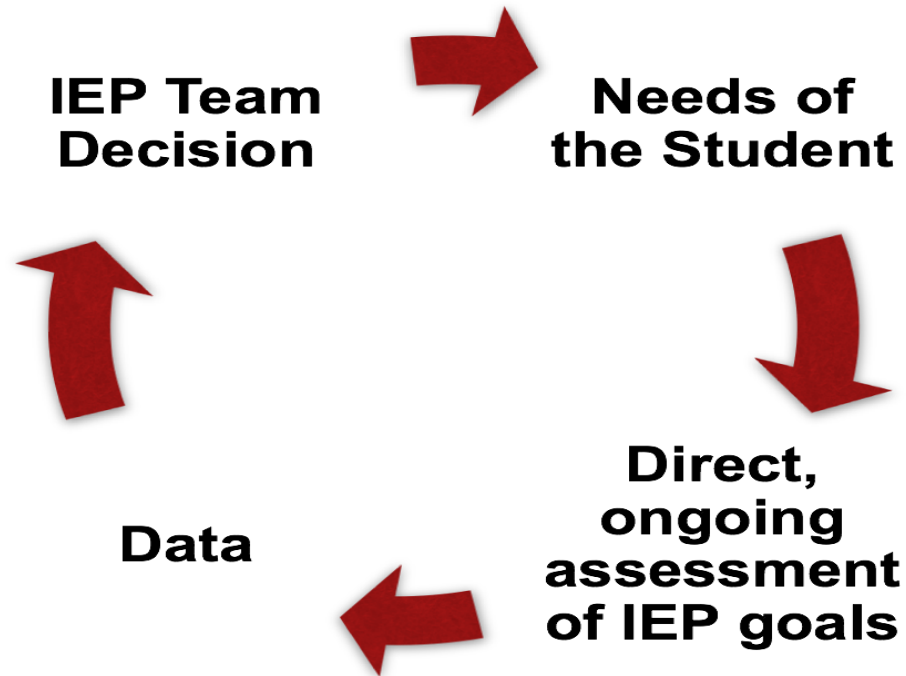
- Educators have the responsibility for development and delivery of a free and appropriate public education (FAPE) to students with disabilities.
- IDEA defines FAPE as special education and related services, that are provided at public expense, and are provided in accordance with an IEP.
- ESY services may be provided as a part of the plan to provide a free and appropriate public education.



# Determining the Need for ESY

- Annually
- Not prior to the end of the 1<sup>st</sup> marking period
- No later than March 19, 2020

# Determining the Need for ESY



# Determining the Need for ESY

- What data is appropriate?
  - A variety of formal and informal measures:
    - Pre/post-tests before / after a break
    - Data of progress toward annual goals
    - Report cards
    - Teacher-made checklists
    - Work samples
    - Therapy logs
    - Anecdotal records
    - Frequency charts



# Determining the Need for ESY

What criteria should be used?

Consideration should be given to:

The likelihood of significant or substantial regression of previously learned critical life skills from the current IEP during break in service

AND

Limited or delayed recoupment of these skills after services resumes.

# Determining the Need for ESY

## Regression / Recoupment

- Research shows that regression and recoupment occur in all children and will vary across skill, people, and circumstances.
- For some children with disabilities, the regression is significant or substantial and the recoupment period is so long without ESY services, the learning that occurred during the regular school calendar year would be significantly jeopardized.



# Determining the Need for ESY

- Other factors include, but are not limited to:
  - ✓ impact of disability
  - ✓ emerging skills
  - ✓ rate of progress
  - ✓ motor or communication skills

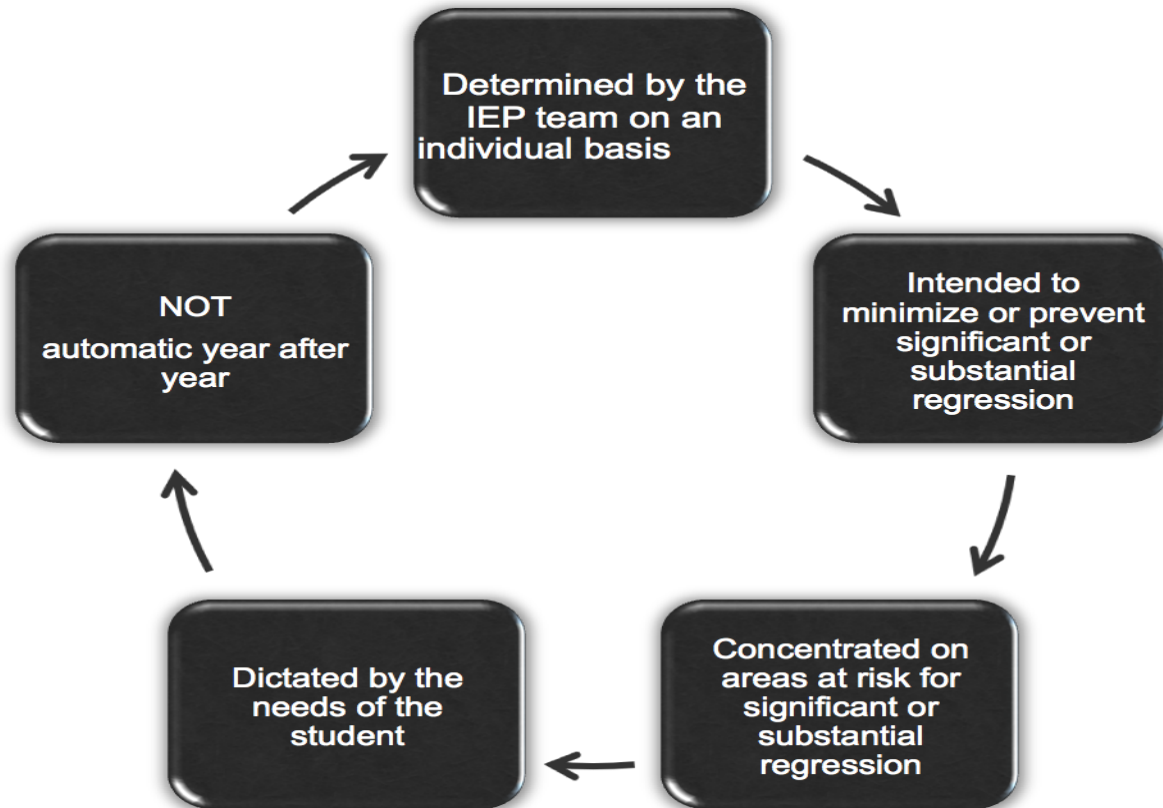


# Factors to be Considered When Determining the Need for ESY Services

The IEP team must consider the following when determining the need for ESY services:

1. Significant or substantial regression will occur on IEP goals / related services without extended school year services.
2. Emerging critical life skills will be significantly impacted without extended school year services.
3. Behaviors related to the disability will be significantly impacted without extended school year services.
4. Previously learned critical life skills / goals will be significantly impacted without extended school year services.

# ESY Services Are...



# ESY Services

Delivery of services include but are not limited to:

- Home packets: If the IEP committee agrees that the needed services can be delivered through an individualized home packet for the student, the packet is developed at the school and provided to the parent.
- Periodic student contact: perhaps 3-4 times during the summer to prevent regression.
- On the job support.
- School based programs that the student attends for a specific number of hours each week.

# All Students with Disabilities Must Be Considered for ESY

There are two options to be considered:

## **Option 1:** Student Is Not Recommended for ESY.

Based on available data, the IEP team agrees that it is not likely that the student will experience significant or substantial regression, or that there are not any other factors that indicate a need for ESY services.

Documentation must be provided using formal and informal assessment data to support professional judgment.

# All Students with Disabilities Must Be Considered for ESY

**Option 2:** Student Is Recommended for ESY.

Based on available data, the IEP team agrees that it is likely that the student will experience significant or substantial regression, or that there are other factors that document a need for ESY services.

Documentation must be provided using formal and informal assessment data to support the IEP team's determination of need for ESY services.

# Reminders

- ESY determination should NOT be made prior to the end of the first marking period, but MUST be made no later than March 19, 2020.
- ESY letters and forms are located on the Exceptional Student Learning Support, ESLS, website.

<https://www.browardschools.com/Page/34158>

# Reminders

- For additional information on ESY, please review the 2020 ESY Guide, “Extended School Year (ESY) for Students with Disabilities” which is posted on the Exceptional Student Learning Support website.



# 2020 ESY Dates

5 weeks of service

6/22/20 – 7/23/20

Planning day

6/18/20



# 2020 ESY Hours

|                    |                 |
|--------------------|-----------------|
| The Staff Hours    | 5 hours per day |
| Planning Day Hours | 4 hours         |
| Student Hours      | 4 hours per day |

**\*Note: Teachers work a 7.5 hour day on the last day of each ESY term.**

**\*Start and end times for each site will be determined in the Spring of 2020.**

