

EXTENDED SCHOOL YEAR SERVICES (ESY) FOR STUDENTS WITH DISABILITIES (SWD) SUMMARY OF PROCEDURES

November 2006

The following information has been compiled utilizing previous FDOE materials, MDCPS memos, and lessons learned from prior summers to assist schools in determining ESY services through IEP team meetings and for the reporting of services.

GENERAL INFORMATION

SWD, ages 3-21, may be considered for ESY services that include special education and related services that are provided beyond the 180-day school year. The determination of whether a student receives ESY services, the type of services, the duration, and frequency of services is an individual decision made by the IEP team.

DECISION MAKING

ESY decisions are based on individual student needs. A Guide for IEP Teams was developed by FDOE in 2002 and is a valuable resource for all teachers. It is available online at: <http://ese.dadeschools.net>, go to "Services and programs", scroll down to the ESY link.

1. All ESY decisions are due by **March 30, 2007**. This includes the documentation of services on the IEP and the corresponding data entry, including the ESY site.

When students are added after the due date it causes the transportation routes and pick-up/drop-off times to change, therefore post card notification of transportation pick-up & drop-off information cannot be completed and accurate student counts are not available for teacher and staff allocations.

2. Various factors are considered when determining the need for ESY services. Students that are moderately to severely impaired typically receive ESY services due to the nature and severity of the disability. SWD may be eligible for ESY services if any of the following needs are evident:
 - o The student's skills will regress so significantly without ESY services that it would require more than 6-8 weeks to relearn those skills.
 - o The student needs support on emerging skills which may be jeopardized or lost as a result of extended time off from school.
 - o There are extenuating circumstances or issues related to the nature or severity of the disability in which the student would be unlikely to benefit from his or her education during the following school year without ESY services.
3. ESY services provided cannot exceed the type or frequency of services that are provided during the school year. IEP teams may match or reduce the level services.

IEP DOCUMENTATION

On page 4 of the IEP, the box for ESY services is checked when services are determined appropriate and the ESY insert, FM 6313, is completed.

ESY Services:

The process of revising the ESY insert (FM 6313), ISIS R Screen, and WISE has begun. The revisions include the following codes and code revisions.

- o Add NUR (nursing services)

- Add RES (respiratory therapy)
- Add PSY (psychiatric consultation)
- Add TRS (transportation)
- Separate ITN (itinerant services) into IVI (Itinerant Vision) and IDH (Itinerant Deaf or Hard-of-Hearing)
- Separate PAR (individual para) into PTP (part-time para) and FTP (full-time para)
- Separate SL into S (speech therapy) and L (language therapy).

ESY Duration Dates

ESY type and frequency of services is a decision made by the IEP team based on individual student needs. In discussing the duration of ESY services, IEP teams may want to first consider if 3-4 weeks in the middle of the summer is appropriate. Historically, the School Board of MDCPS determines the dates of summer services in the month of February. These dates help guide schools in making recommendations for duration dates of ESY services in order to align both programs as much as possible.

Be aware that SWD may access ESY services during the summer services timelines even if the ESY duration dates do not match exactly. Schools are to identify students who have duration dates that exceed the summer services dates AND determine which parents plan to access services during those dates. This group is referred to as “intersession” students and they are registered into a separate work location (9749) for the summer. Schools are to contact the RC and plan to make the necessary provisions.

ESY Sites

The ESY sites are determined by the RC. Once the ESY feeder patterns are established school should enter the designated “ESY Site” in ISIS “R” screen.

ISIS DATA ENTRY

ISIS Student Services “R” screen must be completed following each IEP meeting where ESY services are documented. The ESY report is published twice/month is a summary of all the ISIS “R” screen data for students in your building. This report should be reviewed for accuracy.

Copies of ESY IEPs

A copy of ESY IEPs must be provided to your Regional Center (RC) Instructional Supervisor for SPED after program specialists, chairpersons, and/or administrators are to ensure that the data entry in ISIS R screen accurately reflects the services on the IEP.

- This is facilitated by utilizing the ESY report that is generated every two weeks and verifying the data matches the IEPs BEFORE they are forwarded to the RC. This includes:
- Verifying the transportation information in the ISIS “Q” screen and the Alternate Transportation screen “L”.

There will be an ESY Orientation meeting with the ESY site program specialists on May 15, 2007. Information on student records, registration, and delivery of services will be reviewed.

Ms. Leary will e-mail, upon request, a copy of the latest ESY report available for schools that have occasional difficulty obtaining the report. For further information, please contact Ms. Claudia Leary, Educational Specialist, Division of Exceptional Student Education, at 305-995-1859 or e-mail: cleary@dadeschools.net.