



**Antioch District 34
Extended School Year**

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Good evening, my name is Ann Scully the Director of Student Services. I am pleased to be presenting tonight on the topic of Extended School Year with a few of our wonderful ESY team members. Presenting with me tonight are the following individuals:

Jen Dunne, Coordinator of Student Services

Susan Harkins, AUGS Special Education Department Head and Special Education Case Manager

Kara Leitza- Social Worker

Amanda Lefevers- Early Childhood Structured Learning classroom teacher

Melissa Stetkus- Learning Opportunities Program Classroom teacher

What is Extended School Year?

DEFINITION:

Illinois Administrative Code 226.75 defines ESY as **“special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child’s IEP and at no cost to the parents of the child and meet the requirements of Section 226.750(c) of this part.”**



Illinois Administrative Code 226.75 defines ESY as special education and related services that are provided to a child with a disability beyond the normal school year. ESY is an extension of a student’s IEP during the summer. ESY assists students in maintaining skills the students have already mastered over the summer months.

The picture on this slide is an example of the individualized support students in Extended School Year receive which are tied directly to their IEP goals. This photo is of a student working with our Occupational Therapist on hand writing skills as related to her IEP goal.

Federal Mandates/Guidelines


Although IDEA does not address the obligation of school districts to provide a full spectrum of alternative placements to students with disabilities when districts provide ESY programs, the Office of Special Education Programs (OSEP), U.S. Department of Education, has stated that the LRE (least restrictive environment) requirements (34 CFR 300.530-300.556) “do apply when an IEP is developed for ESY services.”

- Districts must provide integrated ESY programs when a particular disabled student’s IEP requires interaction with nondisabled children.
- Districts do not need to establish public programs for nondisabled students for the sole purpose of being able to implement the LRE requirement for students with disabilities who require ESY.
- For a district to say “we don’t offer any summer programming for regular education students and therefore we do not have a responsibility to provide ESY in a location with nondisabled children” is legally indefensible.

***Information obtained from Illinois State Board of Education, Communication on Extended School Year For Students With Disabilities, November 20, 2001*

It is a federal mandate for our school district to offer ESY to our students who are eligible for it according to their IEPs. Districts are not obligated to create a “general education environment” during Extended School Year, however, it is their obligation to provide the least restrictive environment for each student. Districts are not allowed to say, “We do not offer ESY services or our district does not do that”.

ESY is an opportunity for school districts to capture a portion of the critical summer months to provide individualized services for students who demonstrate the need based on specific eligibility criteria.

<div> <div> <div>ESY</div>  <div>Summer School!</div> </div> <div> A distinction is drawn between a regular summer school program operated by the local school district and extended school year services. </div> </div>	
Extended School Year	Summer School
<p>“special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child’s IEP and at no cost to the parents of the child and meets the requirements of Section 226.750 (c) of this Part”</p>	<p>Regular education summer school programs are defined at 105 ILCS 5/10-22.33A as those courses offered during that period of the calendar year not encompassed by the regular school term.</p>

Extended School Year does NOT equal Summer School. Summer School is available for extra curricular activities or for parent/ guardian elected enrichment or intervention. The purpose of ESY is to limit the regression of mastered skills. The instruction and services offered during ESY is determined by the student’s IEP including his/her program, goals, accommodations, and related services. School districts are not allowed to charge for ESY service, however districts are allowed to charge for summer school. All students eligible for extended school year services, must be provided transportation with the exception of itinerate only students.

Eligibility Tools for the Team

- Team completion of a newly developed rubric for ESY eligibility
- Team review of the nature and degree of the student's disability and the impact on the individual student's educational experience
- Analysis of the degree of regression and recoupment on all IEP goals following Summer, Winter, and Spring Breaks accounting for natural regression standards (3 established data points for all IEP teams)
- Results of criterion referenced tests, assessments and other equivalent measures (NWEA)
- Progress reports maintained by teachers and others having direct contact with the student before and after interruptions in the educational program
- Progress on goals in consecutive IEPs
- Observations and opinions from teachers, parents and others

With guidance from ISBE and a full review of federal mandates, a group of local Directors of Special Education throughout Lake County spent the 2013-2014 school year gathering data and creating a rubric for educational teams to use consistently throughout our region. Ann Scully served on this committee.

In the 2014-2015 School Year, the Student Services department introduced the newly created ESY rubric to the special education teams throughout Antioch District 34. Using an established Antioch District 34 Extended School Year Rubric, individual student educational teams are reviewing the nature/severity of each student's disabilities, as well as the regression/ recoupment of each student's learning following three established breaks during our school year. These natural educational breaks are Summer Break (approx. 10 weeks), Winter break (2 weeks) and Spring Break (1 week).

Regression is defined as a substantial loss of any critical life skill caused by a school break and a failure to recover those lost skills in a reasonable time frame following the school break. Some degree of loss in skills typically occurs with ALL students over normal school breaks and is not considered substantial.

Recoupment is defined as the ability to recover a loss of skills in a reasonable time following a normal school break . With guidance from state and federal mandates, local districts are able to determine regression/ recoupment rates for their school districts. The Lake County ESY Committee agreed upon a 50 percent regression/recoupment rate. What does a 50 percent rate mean in practical terms? An example is : if a student is away from instruction because of a 10 week break, he/she should be able to achieve the previous level

of functioning within the first 5 weeks of returning to school. If the student is on a 5 week break, it should take no more than 2.5 weeks to regain the previous level of functioning. This is the formula our educational teams are using in the THREE established data points following summer, winter, and spring breaks.

Individual teams determined which IEP goals need to be addressed based on the recoupment rate, as well as overall nature and severity of the student's disability or disabilities. Additional information is looked at including observations and anecdotal information.

Documentation in the IEP

- Identify the specific ESY service(s) to be provided with a link to a measurable goal, short-term objective or benchmark
- Determine the type of provider who will be delivering the service(s)
- Recommend the amount of time the service(s) will be offered
- List how the service(s) will be delivered (ex. direct or consultation)
- Determine where the service(s) will be provided (classroom placement or itinerant)
- Establish how the service(s) will be evaluated by the ESY team

Once a student is found eligible, the educational team must properly document the individual requirements for their student. The team creates an individualized plan for each student for Extended School Year based on data, the team's knowledge of the student's learning, and parent input. The variety of our district program offerings has increased the flexibility and creativity of IEP team's ability to uniquely program for each of our students found eligible for special education services during the summer.



Extended School Year Programs

Classroom Placements:

Math and/or Literacy

Learning Opportunities Program (grades K-7)

Early Childhood

Structured Learning Program (Early Childhood and K/1)

Related Services:

(itinerant services or within a classroom placement)

Counseling Services

Physical Therapy

Occupational Therapy

Speech/Language Therapy

Antioch 34 offers a wide variety of services to our students that qualified for ESY services. Students could attend a Math and/or Literacy program. Our LOP, EC and SLP programs worked on Math and literacy skills, as well as social emotional skills and communication development. Related services are offered in the classroom or through itinerant services. Program placement is decided within the IEP meeting and among the entire educational team.

Kara's personal reflection: I think it is great the social work support is offered during ESY and it was well-received by families and staff. It was also nice to have a social worker close by when behavioral/emotional issues occurred to support the student and the classroom. And honestly, I loved "re-connecting" with former students and working with them again!!

ESY Hiring Process

- ESY rates are approved by the BOE
- Staffing Plan developed based on the collective student need for ESY
- Positions are posted with job descriptions
- Screening, interviewing, and placement are done by the Student Services Department
- Names are presented to the BOE for approval to hire

Each Spring the Extended School Year pay rates for certified staff members are presented to the Board of Education for approval, along with the rates for Summer School staff members.

The educational teams provide ESY eligibility data to the Student Services Administration team. Based on data gathered, the individual student needs are all gathered, sorted, and aggregated by the Student Services Administrative team. After obtaining written signed consent or decline consent from the parent/guardians of *each* student found eligible for services, tentative classlists and caseload assignments are created. These caseloads and classlists lead to the development of the Extended School Year Staffing Plan including required certified and paraprofessional staff members in order to meet the needs of all students during ESY.

Following the development of the staffing plan, the various positions are posted and the interviewing process begins.

The Student Services Department conducts all screening, interviewing, and makes recommendations to the Board of Education for the hiring of Extended School Year staff members.

Antioch 34 paraprofessionals and certified staff are interviewed before any external candidates are considered for ESY employment. This past summer the majority of staff were Antioch 34 employees, although we had a few external ESY staff members. All Antioch 34 staff members who applied, were offered a position for summer ESY employment. One external ESY special education classroom teacher was later hired to be a special education teacher in our district, allowing us an opportunity to see her skills during the 5 weeks of ESY.

ESY Staff Resources

- Staff are provided curriculum/materials that the student is using during the school year
- ESY staff meeting prior to the start of summer
- Time to collaborate with staff and families
- Open House/Parent Teacher Conference opportunity
- Development of a summer theme

We gathered the ESY staff in May to meet each other, receive their student caseloads/class lists, find their classroom or office, and have time to meet/plan with their educational teams.

An area for continuous improvement for ESY for next summer is more time for the teams to meet and an established open house time for families and students to meet the teachers and/or service providers. We would like the first day of ESY to be a full day allowing for a staff meeting and classroom set-up time in the morning with an afternoon open house time for the students to navigate the ESY setting and for families to become familiar with their child's new staff members or connect with familiar staff members regarding their student's needs for the summer. Additionally, we believe there is value in having time at the end of summer programming for the service providers and teaching staff to meet face to face with families to review individual student progress.

Preliminary discussions have included the idea of having a theme for the ESY program such as the "2016 Summer Olympics" since next summer will be a competing year for the international event which ties many educational strands together in a fun way! ☺

2015 ESY details

Dates: June 15-July 16 2015

Days/Time: Monday through Thursday 8:30 am – 11:30am

Location: AUGS

Playground Access: WC Petty Playground

Student Data

Number found eligible for ESY programs: 87

Number of students who attended ESY programs:

-Classroom Placements: 54

- Itinerant Services Only: 10

Number of students transported to ESY programs: 52

Dates, Days, Time: The dates of ESY were June 15th to July 16th, 5 weeks of Monday-Thursday, programs offered from 8:30am until 11:30am.

Location: This past summer all ESY and summer school programs within district 34 were housed at AUGS, which was a change from recent years of being housed at Hillcrest. Our early childhood staff members were troopers in packing up large portions of their classrooms and having the resources moved to AUGS. The Operations and Custodial Teams were fantastic to work with this summer: A special thanks to Bill Schenk, Wyona Duncan, and Irene Overocker for their organizational skills of moving and storing each individual student's box of materials, the furniture and curricular materials for each classroom. This was a very large task and they worked with the Student Services team, building administration, individual teachers, and building custodians to get it all set up perfectly for the first day of ESY, which was not an easy task. They were responsive, helpful, and collaborative.

Playground Access: Not having a playground at AUGS was a minor challenge for our team this summer. The west doors and turn around portion of the parking lot were closed off so cars could not enter since our students needed to walk to the Petty Playground. The Petty playground presented some challenge for our younger learners because ground equipment is intended for older learners. But the teachers and paraprofessionals made the best of the situation and brought materials outside for the early childhood, structured learning, and LOP classrooms during their recess periods.

Student eligibility:

As you can see from the slide, a number of our students were recommended for various

programs which represented 23.7% of students with IEP's. 74% of students who were recommended attended ESY, and 96% of students who attended ESY utilized the offered transportation. Staff was very pleased with this turnout.

Transportation: With the help of Sharon Bandemer and Teresa Pluciennik, a schedule of transportation for our students attending ESY was coordinated with the individual student needs including a mid-morning route for our students only eligible for either literacy or math programming. This unique offering opened many new doors for our students and their families because of the ability to have a mid-morning route for ESY. Our students were safely transported to AUGS each day by the wonderful summer bus drivers without any accidents, thank you Transportation Department!

Areas of Continuous Improvement for ESY 2016: Tentative location of ESY at Hillcrest school for next summer. This will greatly limit the number of boxes, materials, and resources that will need to be moved. Additionally, many of our students this past summer required modifications to the drinking fountains and the toilets which would not be as big of an issue if ESY was housed at Hillcrest. Additionally, Hillcrest has two playgrounds which would better meet the needs of the younger students who require the motor break during the ESY three hour session.

Parent/Guardian Survey

Areas of Strength

- All families expressed preference to the 5 straight weeks rather than the dates spread out like in previous years
- All but one family gave positive feedback about the staff who worked with their students during ESY
- All but one family shared that their student had a successful experience during ESY

Areas of Continuous Improvement

- Three families stated that the notifications were sent out too late

A survey was sent out to all families who had a student who attended ESY 2015.
12 families gave feedback on the survey

Strengths: Families liked the 5 consecutive weeks of ESY. The staff created many positive relationships with families and students.

Areas of Improvement: Based on survey results families would like to know dates and details earlier in the spring so they can plan accordingly because vacations and other summer plans were already planned out. Therefore, it was difficult to send their student to all 5 weeks of ESY. As a result of this feedback, our team has already established tentative dates for ESY 2016 and are sharing these dates with families of students who are eligible for ESY.

Staff Survey Results

Areas of strength:

- Our staff expressed that dates and times of ESY were convenient for families
- All case managers said their students maintained already mastered skills as a result of ESY as demonstrated by data
- Our staff liked the implementation of the Rubric
- Our staff felt the communication from the Student Services Department was clear regarding ESY

Areas of Continuous Improvement:

- Staff would like to know specifics of ESY sooner in the school year for IEP planning
- Hiring process sooner

Areas of Strength:

This past summer a change was made to the summer school and ESY schedule. Instead of having two sessions one in June and one in July/August, we had summer programming at the beginning of the summer and not a split session. In our ESY staff survey, staff were pleased with the 5 consecutive weeks of summer programming and expressed the schedule was convenient for the students, families, and themselves.

Staff appreciated the newly developed tool of the ESY rubric in their team decision making regarding student eligibility for ESY services and felt communication regarding ESY was clear. The majority of special education case managers reported that their students benefited from ESY.

Areas of Continuous Improvement:

Our special education staff members expressed a desire to know the specifics of ESY sooner. The student services administrative team could not agree more! In an effort to remedy this staff concern, Jen Dunne and Ann Scully have already met with all five schools and their SPED teams to conduct ESY specific staff meetings. At these meetings they reviewed the rubric, expectations, eligibility, shared tentative dates/location of ESY, and encouraged staff to express their interest in possibly teaching ESY. All certified staff members, including all related staff and building administration have already reviewed ESY for this school year, the final meeting was held on November 2nd.

Although it was not part of the survey, staff have expressed interest in having an easier process for application and being able to apply sooner for ESY positions. We are hopeful to establish a much easier application process for internal candidates this coming summer.

ESY was a focus area at the admin retreat in August reviewing the expectations of ESY eligibility and paperwork with the D34 administrative team.

THANK YOU, Board of Education!



In review of the planning, process and student, parent, and staff data we are happy to report that ESY 2015 was a great success. As we plan for ESY 2016 please know that administration will be coming to the board with staff pay rate recommendation as well as providing updates on the hiring process. The tentative dates for ESY 2016 are June 14-July 20.

We thank the Board of Education for continuing to support the Special Education department as we meet the needs of our students. Please enjoy a few photos from ESY 2015. Thank you again for your support. Do any Board of Education members have any questions for our team?