



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** Special Education Extended School Year Service – Criteria Changes

**SUBMITTED BY:** Martha Moke, Executive Director – Special Education

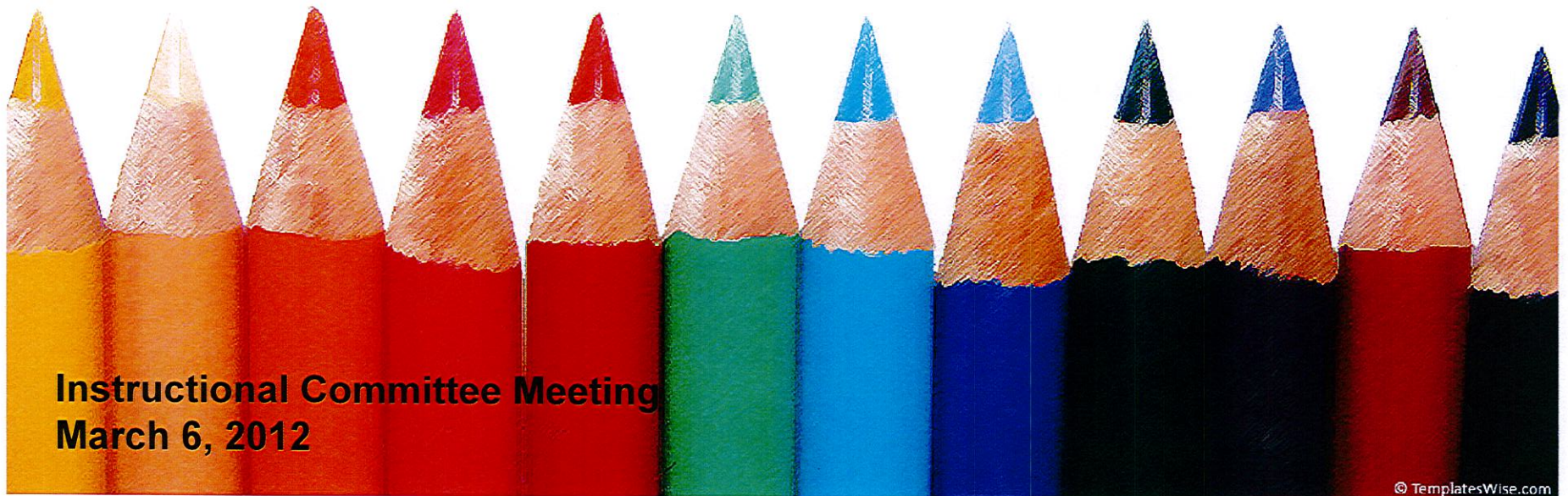
**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** \_\_\_\_\_

The purpose of this presentation is to inform the community and board members of the changes on the criteria for Extended School Year for special education students. Extended School Year is a service mandated through IDEA as part of the continuum of service of which special education students are entitled.

# Guidelines for the Provision of Extended School Year

**United Independent School District  
Special Education  
Summer 2012**



**Instructional Committee Meeting  
March 6, 2012**

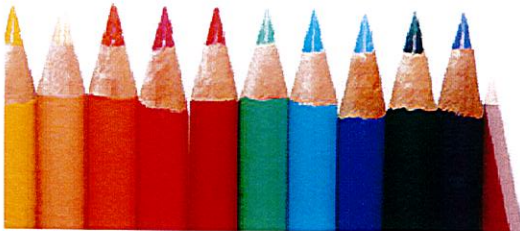


# PURPOSE of the Guidelines

- ▶ These guidelines were put in place in the 2010-2011 school year.
- ▶ The purpose of the guidelines is to provide guidance for parents, educators, and administrators regarding the determination and provision of extended school year (ESY) services for eligible students with disabilities. Parents of students with disabilities should be provided information regarding ESY to better enable them to be involved in the decision for or against ESY services for their child. This document contains guidance to some of the most commonly asked questions regarding ESY services.

# Definition of ESY

- ▶ an individualized instructional program provided beyond the regular school year for eligible students with disabilities. The need for ESY services must be determined ***on an individual basis*** by the admission, review and dismissal (ARD) committee.
- ▶ Some students with disabilities have difficulty retaining skills during long school holidays and/or summer. ***If a student requires a significant amount of time to recoup mastered skills, then the ARD committee should discuss whether the student needs extended educational and/or related services during school breaks.***
- ▶ Change: progress monitoring data needed to determine eligibility and need for approval by a special education coordinator.
- ▶ The determination of whether a child will receive ESY will be made by the ARD committee; and ***the individualized education program developed for ESY must include goals and objectives.***
- ▶ Change: last summer we required specificity to when and how service will be provided. This year we will require the specificity with parameters.
- ▶ This year the teachers must submit recommendations by March 27<sup>th</sup> and special education will review recommendations and approve by April 10<sup>th</sup> . It will then need to be addressed through an ARD.



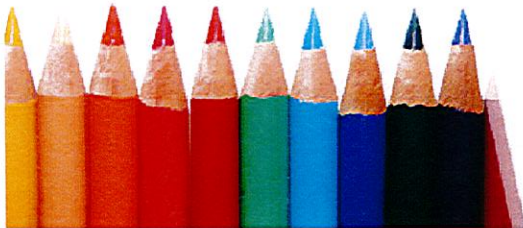


# Federal Law highlights:

- ▶ *Extended school year services must be provided only if a child's IEP team determines, on an individual basis,* in accordance with §§300.340-300.350, *that the services are necessary for the provision of FAPE to the child.*
- (3) In implementing the requirements of this section, a public agency **may not**—
  - ▶ (i) *Limit extended school year services to particular categories of disability; or*
  - ▶ (ii) *Unilaterally limit the type, amount, or duration of those services.*

# State law adds:

- ▶ *The need for ESY services must be documented **from formal and/or informal evaluations provided by the district or the parents.** The documentation shall demonstrate that in **one or more critical areas** addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.*
- ▶ *(3) The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP.*
- ▶ *In any case, the period of time for recoupment shall not exceed eight weeks.*
- ▶ *Note: We will be focusing much of our effort this year on progress monitoring to comply with what is stated above AND for accountability (student success, need for more staff, etc.)*



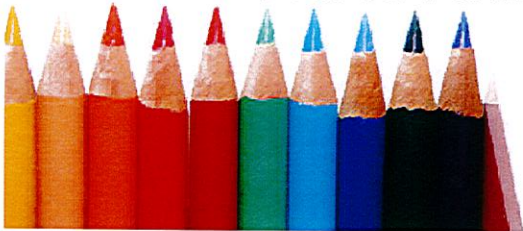


# What initiated the change?

- ▶ TEA reviewed our ESY service and as a result mandated a revision of procedures to meet the regression/recoupment criteria.
- ▶ UISD was providing ESY services to 13% of the total special education population in the summer of 2010.
- ▶ Comparable districts were providing ESY services to only 1-2.5% of their special education students.
- ▶ In 2011 percentage was reduced to by 1% to 12%

# Plan of Action

- Although we slightly reduced the numbers, we need to continue to show a decrease in students served.
- Criteria has been revised to only serve the students that show significant regression and recoupment time on critical skills.
- Evidence of the regression/ recoupment time must be specifically documented and monitored by coordinators.







# What to expect



- Parent concerns and questions on why procedures have been changed.
- Staff questions on changes.
- Reduction in contact hours reported to the state.
- Reduction of summer employment for teachers, teacher assistants, bus drivers, and bus monitors.

**Questions???**

