

**SPECIAL EDUCATION
EXTENDED SCHOOL YEAR SERVICES (ESY)
SUMMER 2009**

<u>Location:</u>	Secondary Elementary	Nimitz HS Keyes	Session I and II Session I and II
<u>Dates:</u>	Elementary	Session I Session II	June 16, 2009 – July 2, 2009 (Monday–Thursday) July 13, 2009 – July 30, 2009
	Secondary:	Session I Session II	June 16, 2009 – July 2, 2009 (Monday – Thursday) July 13, 2009 – July 30, 2009
<u>Time:</u>	Staff	8:00 – 12:00	(M – Th.)
	Students	8:00 – 8:30 8:30 -11:30 11:30-12:00	Breakfast Instructional Lunch
<u>Teacher Work Days:</u>		June 15 July 31	
<u>Projected # of Students:</u>		135	

Projected Staff Needs/Related Services:

<u>Staffing</u>	<u>Cost</u>	<u>Funding Source</u>
Elementary Administrator	\$ 3,240.00	State Sp.Ed
Secondary Lead Teacher	500.00	State Sp.Ed
* Sixteen (20) Teachers	\$50,000.00	State Sp.Ed
One (1)VI Instructor	\$ 3,850.00	State Sp.Ed
One(1) Orientation/Mobility Instructor	\$ 3,150.00	State Sp.Ed
One (1) Speech Therapist	Part of contract days \$ 2,000.00	State Sp.Ed
Twenty (20) Instructional Aides	\$ 15,680.00	State Sp.Ed
Bus Monitors – Approximately	\$ 25,000.00	State Sp.Ed
One (1) Physical Therapist Assistant	\$ 1000.00	State Sp.Ed
One (1) Physical Therapist Supervisor	\$ 1000.00	State Sp.Ed
One (1) Occupational Therapists	\$ 1000.00	State Sp.Ed
One (1) Nurse (23 days)	\$ 2,300.00	State Sp.Ed
Estimated Staff Costs	\$ 108,720.00	State Sp.Ed
<u>Materials</u>		
Estimated Materials/Supply Costs	\$ 1,200.00	Local
Total Cost	<u>\$ 109,920.00</u>	

* SPECIAL NOTE: This reflects additional staff required to serve students with special circumstances who will not be served under the normal ESY program, i.e.- homebound, extended ESY days, and services which are now required by a Memorandum of Agreement between ECI and TEA to provide services to students from birth to three years of age with visual impairments throughout the entire summer.

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Extended School Year (ESY) for students with disabilities is defined as those services which go beyond the normal school year to continue the student's basic right for a free and appropriate public education. Extended School Year is only provided when it is judged that without such services the student with a disability would experience significant skill regression, which would be very difficult to recoup without ESY.

The Texas Education Agency (TEA) issued general procedural guidelines regarding an extended school year for students with disabilities. TEA indicated that decisions regarding ESY must be based upon certain general criteria. Those criteria are summarized below.

1. The need for ESY must be determined on an individual student basis by the ARD committee.
2. The need for ESY 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 IEP objectives, the student has exhibited or reasonably may be expected to exhibit severe or substantial regression that cannot be recouped within a reasonable time period. Severe or substantial regression shall mean that the student has been, or will be, unable to maintain one or more acquired critical skills because of the absence of ESY.
3. The reasonable time period for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY may be justified without consideration of the time period for recoupment of such skills. In any case, the time period for recoupment shall not exceed eight weeks.
4. A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following unplanned occurrences during the first eight weeks of the next regular school year.
 - A) placement in a more restrictive instructional arrangement;
 - B) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;

- C) loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills;
 - D) loss of access to on-the-job training or productive employment as a result of regression in skills; or
5. If the school does not propose ESY for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY.
 6. If a student for whom ESY was considered and rejected loses critical skills because of the decision not to provide ESY, and if those skills are not regained after the reasonable time period for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with implementation of the IEP.
 7. For students enrolling in the district during the school year, information from the prior school district as well as information collected during the current year may be used to determine the need for ESY.

Admission, Review, Dismissal (ARD) committees will be meeting to make determinations for individual needs for ESY. Time lines for each student are determined on an individual basis. There is flexibility in the schedule since students may attend Session One, Session Two or both sessions. The suggested time frames for ESY will be Monday through Thursday and students can attend one to four days based on individual needs. Some students may be served beyond the dates listed based on ARD recommendation. Teachers will have six additional hours to allow for preparation prior to the students' arrival and time to complete records on the last day.