



# Extended School Year Program Descriptions 2010

Revised Descriptions February 5, 2010



**12-month programming**

**Extended School Year Program for 2010  
will be held Eagle Elementary  
at the High School**

There are several program components that are incorporated into the Extended School Year Program (ESY) here in the Bethlehem Central School District for the summer of 2010. The program will run for six weeks from July 5 through August 13, 2010 (note that July 5<sup>th</sup> is a holiday in observance of Independence Day) and will be held at Eagle Elementary (Elementary and MS students) and BCHS (HS students). To help parents and staff plan for ESY we have developed a checklist (attached) that lists the steps with anticipated dates for each step. We hope this will help families as they determine with the CSE at annual review, whether or not their child qualifies for ESY.

This summer the district will provide the following ESY services:

- Related Services only
- Specialized Instruction (ELA, math and reading)
- Special Classes

A more detailed description of these options is available in this document. It is important to note that the decision as to which program is appropriate for a specific student is made at the time of the annual review meeting as the data regarding regression is considered.

Since the district continues its ESY program, the only students who will receive ESY services at BOCES or an approved private school are those students who attend those programs during the school year. All students eligible for ESY, who receive their special education services in the district during the school year, will continue to receive them in-district for ESY. Nursing services will be available, if needed by the students in the program. Transportation will be provided.

In addition, it is important to note that student's ESY program and services are based on the individual needs of students and the regression that is evident in all areas. Therefore, students who are in special classes during the school year may or may not be in special programs during the summer. Again it is based on the regression evident for the student and not on the type of program provided during the 10-month school year.

### **Who qualifies for ESY?**

The recommendation for extended school year services must be supported by the needs indicated in the present levels of development of the student's IEP. In addition, staff gathered data on the impact of vacations during the year to determine regression for any student who may be considered for the ESY program. This documentation must indicate in which areas or goals substantial regression is expected.

Substantial regression means a student's inability to maintain developmental levels due to a loss of skills or knowledge during the months of July and August. If the student's anticipated loss of skill over the summer would be so significant as to require an inordinate period of review or retraining at the start of each school year, the student should be recommended for 12 month programming. As a guideline, a retraining period of 8 weeks or more would indicate substantial regression.

## **Are ESY services the same as those provided during the School Year?**

The services for the summer may differ from those provided during the 10-month program. In fact, services for the summer must focus on only those areas or goals in which substantial regression is expected. This is not intended to be an exact replica of the student's 10-month program but services must be available to prevent substantial regression so the student is prepared to advance their learning in September when they return to school. The following summarizes the learner characteristics for each of these program components and provides a model schedule for the program component. Questions and answers on the 12-month program are in *Appendix A*. New York State Regulations regarding ESY are in *Appendix B*.

### **ESY Program Descriptions for 2010**

**Related Services:** Related services (OT, PT, Speech, and Counseling) are provided for students who require these services. The frequency will be determined by the student's IEP. The frequency will most likely not be the same as during the school year since ESY is meant to maintain skills only. Students may receive related services once, twice or three times weekly in small groups. Students in this component will be students who have received special education related services during the school year and who require continued therapy to prevent regression. We will schedule these services on Tuesday, Wednesday, or Thursday depending on the student's needs.

**Specialized Instruction:** Specialized instruction means instruction in English Language Arts (reading, speaking, listening, writing) or mathematics. The frequency will be up to three times a week (Tuesday, Wednesday and/or Thursday, between the hours of 8:30 and 11:30). Specialized instruction is available at all levels, elementary, middle school and high school.

**Special Classes:** There are a variety of special classes that will be available for ESY this year. The special classes will include:

- Elementary Social Communication (Tuesday, Wednesday, & Thursday 8:30 – 11:30)
- High School Social Communication (Tuesday, Wednesday, & Thursday 8:30 – 11:30)
- Middle School Social Communication (Tues, Wed, Thurs 8:30 to 11:30)
- Primary Intensive Skills K-2 (Monday – Friday 8:30 to 1:30)
- Intermediate Intensive Skills (Monday – Friday 8:30 to 1:30)
- Primary Skills K (Monday – Friday 8:30 to 11:30)
- Primary Skills 1-2 (Monday – Friday 8:30 to 11:30)
- Intermediate Skills 3-5 (Monday – Friday 8:30 to 11:30)
- Functional Skills Instruction (MS & HS) (Monday – Friday 8:30 to 1:30)

OT, PT, Speech and Counseling services for these students will be integrated within the special class program, as needed.

### **Functional Skills Program:**

The Functional Skills program will focus on community access, career exploration and functional academics. Daily community activities will provide students with opportunities for inclusion and life skills practice. Counseling, speech therapy, occupational therapy will be integrated into the program as part of the program model. These classes will be provided five days a week for the six-week ESY period. Nursing services will be available.

### **Primary and Intermediate Skills Program:**

This program is designed for students who may have below average to above average cognitive abilities with significant developmental delays, management needs and below average social skills. Students have significant difficulties with language skills, motor skills, self-regulation, transitions, and may need a behavior management plan. Students benefit from frequent pre-sets and changes in activities.

**Primary Intensive Skills and Intermediate Intensive Skills Programs:** This program is designed for students with moderate to severe cognitive deficits and accompanying significant management needs. These students have severe to profound communication deficits, significant sensory processing needs, difficulty in executive functioning and organization and significant deficits in emotional and or behavioral self-regulation (coping skills). They also have significant deficits in adaptive and/or life skills. They require an educational program that is highly individualized, intensive and structured.

**Social-Communication Program:** This program component will provide instruction in the areas of communication, pragmatic language, and social skills development for students who have received special education services during the school year in a program that focused on these areas. No academic programming is included since the primary need is social communication. The learner characteristics of these students must include a diagnosis of Autism Spectrum Disorder, including Aspergers.

**Elementary Social Communication Program:** For students at the elementary level, we will provide a social communication program consisting of special education services, speech and language therapy, social work services, occupational therapy, physical therapy as a related service (for students who qualify), and teacher aides to improve social/communication skills and an opportunity to practice these skills in the community.

**Middle School and High School Social Communication Program:** For students at the middle and high school level, we will provide a social communication program consisting of special education services, speech and language therapy, social work services to improve social/communication skills and provide opportunity to practice these skills in the community.

Attached are the following that will help to clarify the program:

- Commissioner's regulations for eligibility for ESY,
- Q&A for parents
- Checklist for parents and staff on ESY.

If you have any questions regarding the ESY, please contact your CSE chairperson at 439-8886.

## Q&A on 12-Month Programming

### **Who is eligible for ESY?**

The Committee on Special Education (CSE) must determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with section 200.6(k) of the Regulations of the Commissioner of Education, students must be considered for twelve-month special services and/or programs to prevent substantial regression if they are students:

- whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- whose needs are so severe that they can be met only in a seven-day residential program; or
- receiving other special education services who, because of their disabilities, exhibit the need for twelve-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression.

### **If my child qualified last year for 12-month programming, will services be provided this year?**

Not necessarily. Each year, eligibility for 12-month programming is reviewed. Children often make considerable progress each year and they may not experience significant regression in the same areas as last year.

### **What if the parent disagrees with the decision of the CSE regarding the child's eligibility for 12-month programming?**

If the parent disagrees with the CSE he/she always maintains the right to request mediation and/or an impartial hearing to resolve the disagreement.

**How is substantial regression determined?**

Both quantitative and qualitative information should be reviewed by the CSE to substantiate the need for providing such services and programs. A student is eligible for a twelve-month service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges **between 20 and 40 school days**. As a guideline for determining eligibility for an extended school year program, a review period **of eight weeks or more** would indicate that substantial regression has occurred.

**Must the IEP for the ESY program be identical to the IEP developed for the school year program?**

No. The IEP may differ, as it should focus on the areas in which the student is expected to experience regression. Students may not experience regression in all areas that are identified on their IEP for the school year. The type and amount of services that a student needs are determined at a CSE meeting.

## APPENDIX B

### **Eligibility for 12-month special service and/or program (Commissioner's Regulations)**

Students shall be considered for 12-month special services and/or programs in accordance with their need to prevent substantial regression, if they are:

- (i) Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention who are placed in classes in accordance with subparagraph (g)(4)(ii) of this section;
- (ii) Students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes in accordance with subparagraph (g)(4)(iii) of this section;
- (iii) Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- (iv) Students whose needs are so severe that they can be met only in a seven-day residential program; or

Students who are not in programs as described in subparagraphs (i) through (iv) of this paragraph during the period from September through June and who, because of their disabilities, exhibit the need for a 12-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression as determined by the committee on special education.

**Bethlehem Central School District**

**Checklist for ESY Program 2010**



**January:** PPS mails to all parents the *Special Education Parent News: A Newsletter to help parents participate in the CSE Annual Review Meeting*. This includes information on the ESY.



**February:** Description of ESY program posted on the web page for PPS. Completed assessment of regression of individual students during December and February vacation breaks



**February – April:** Notify parents of students who may be appropriate for ESY. Send them a description of ESY programs.



**January – April** Further discuss this recommendation and program options with parents during Annual Review preparatory meeting. Develop draft of goals for ESY for consideration during the Annual Review Meeting.



**June:** Parents notified of their student's schedule for ESY including teacher and provider assignment.



**July 6, 2010:** ESY program begins at Eagle Elementary & Bethlehem Central High School



**August 13, 2010:** ESY Progress notes completed and sent home to parents