

Extended School Year (ESY) Services

Parent Participation in the Process

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Presenters



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Presentation Outcomes

- Discuss the **parent's role** in the IEP meeting
- Provide tips on how parents can **prepare** for ESY discussions
- Outline **information to share** and **questions to ask**
- Q&A

IEP Process-- Parental Participation

According to IDEA . . .

Parents are equal partners in the development of the individualized education program (IEP).

Parents have rights and responsibilities to participate in decisions.

IEP Team discussions must meaningfully include parents and, if necessary, facilitate their participation.

Facts about ESY to Keep in Mind

For a more detailed discussion, refer to ESY Webinar Part 1

General Eligibility Criteria

Critical Life Skills

Regression/Recoupment

Degree of Progress

Emerging Skills / Breakthrough Opportunities

Interfering Behavior(s)

Nature and Severity of Disabilities

Special Circumstances

*None of these factors necessarily entitles a student to ESY services. IEP teams must consider if any of the factors will prevent a student from receiving benefit from their educational program during the regular school year.

ESY Determination Meeting

ESY is not guaranteed. Some children with disabilities will not be eligible for ESY.

ESY determinations are individualized and made through the IEP process. A meeting must be held to determine eligibility.

Parents are part of the IEP team, and together all team members determine whether ESY services are necessary for the provision of a free appropriate public education (FAPE).

ESY determination is part of the annual IEP meeting

ESY services must be considered annually as part of the annual IEP meeting.

However, in some circumstances, determinations about ESY will need to be deferred until later in the school year. If the needs of ESY are not known at the time of the annual IEP meeting, the IEP team can identify a date that it will reconvene to discuss ESY eligibility.

Q: Does receipt of ESY services one summer ensure such services the following summer?

No.

A student's eligibility for ESY services one year does not automatically guarantee services in the following year.

In the same way, the fact that no ESY services were provided in the prior year does not mean ESY services are not needed in the current year.

The decision is made on an annual basis.

ESY is different from recovery services

ESY Services:

Ensure that students **maintain the skills growth** they achieved during the regular school year

Recovery Services:

Address the loss of skills or lack of progress that a student was expected to obtain during the regular school year but did not obtain through virtual or hybrid learning during the national COVID-19 pandemic

ESY v. Recovery Services--determinations are separate

ESY services and recovery services are separate and distinct

They serve different purposes

They require separate eligibility analyses

IEP Teams must follow the eligibility criteria for ESY services when discussing ESY

Critical question the team will ask:

Will learning that occurred during the regular school year be **significantly jeopardized** if the student does not receive ESY?

Preparing for the ESY Meeting

Know the “Critical Life Skills” in Your Child’s IEP

Critical life skills are those skills that lead to independent functioning—any behavioral, academic, social or other skill determined by the IEP team

Critical life skills also include functional skills, such as: toileting, feeding, mobility, communication, dressing, self-help, social/emotional skills

Regression / Recoupment

All children experience some regression over the summer months. The question is—will your child regress more than is expected for any student and will it take your child longer than peers without disabilities to regain (recoup) skills?

- Note whether your child regressed during any breaks (transition to virtual instruction, previous summers or extended school breaks)
- Note whether breaks impact your child's learning and routines
- Note how productive the first quarter typically is for your child

Note the critical life skills at a “breakthrough point”

Keep track of skills that are emerging or at a “breakthrough point”--

- Is your child at a critical point in learning a specific skill?
- Is your child just “catching on” to a new skill?
- Would interruption of instruction on these objectives likely affect your child during the start of the next school year?

Ex: A student is just beginning to communicate, read, write, or accomplish self-care skills. Without ESY, they might lose these critical skills. When the new school year begins, they would have to relearn these skills and it may take them longer to recoup his skills than their nondisabled peers.

Know Your Child's Progress

1. Review the second quarter report card
2. Review the progress report on IEP goals
3. Highlight breakthrough or emerging skills noted by the teachers
4. Note emerging skills observed at home

The decision regarding eligibility should be based on data from the teachers and your observations about your child's progress on these critical IEP goals/skills.

During the ESY Determination Meeting

Evaluate each goal

Do not rush the ESY determination meeting—request a separate meeting or a continuation meeting if necessary

Discuss each goal with the team

- Note progress to date
- Determine whether there is a need for ESY services for each goal and objective

Select goals related to critical life skills

- Be deliberate in the objectives selected for ESY – not every goal or objective can or should be addressed
- Remember—ESY is not for teaching new skills
- ESY is to continue progress on emerging critical life skills that may be significantly jeopardized without ESY

Know the Details of ESY

- When it begins and ends, and what the hours will be
- Whether it will be hybrid, virtual, or in-person
- Where it may be located

What questions do you have about HCPSS ESY plans?

What information about your child will be most helpful for teachers (many of whom may be new to your child)?

Questions ?

Q: Is the student required to demonstrate regression before ESY services are provided?

No.

A child cannot be required to demonstrate a lack of progress or fail for an entire year to prove the need for ESY services.

If there is no data available on regression—from previous breaks in instruction—the need may be illustrated by parent input, expert opinion, or other criteria established by the IEP team.

Q: If a student does not meet all of their IEP goals during the school year, is ESY required?

No.

ESY services are not based solely on whether the student did not achieve one or more IEP goals or objectives.

Critical question to ask is whether the learning that already took place during the regular school year will be significantly jeopardized if ESY services are not provided.

Q: Should new goals or objectives be developed for ESY?

No.

ESY services are meant to address the **maintenance of previously learned skills** that are already identified in the current IEP. ESY services are not intended to teach new skills.

New goals and objectives should not be added to the IEP for ESY.

Q: How is “least restrictive environment” (LRE) provided when all students have disabilities?

The IEP requirements regarding placement in the least restrictive environment during the school year also apply to ESY services.

That said, some programs are not offered in the summer and schools are not required to create new programs that include nondisabled peers.

Schools may provide ESY services to a student with a disability in an alternative, non-educational setting if that setting can provide the services. A flexible service model should be considered.

Q: Can ESY be limited to related services only?

Yes.

While a student may not require ESY special education, they may need ESY related services (e.g., speech, OT, PT) in order to benefit from special education when they return to school during the regular school year.

One or more related service may be all that is needed in the extended school year program.

Q: If a student attends summer school, who is there to implement the IEP?

Summer school classes occur at the same time as ESY services and have attendance and time requirements to meet credit requirements. Special educators are available at each summer school site to provide services and accommodations within summer school courses.

Q: Does the high school ESY academic intervention program work on specific subjects?

The high school program focuses on the goals/objectives identified in the student's IEP not on the student's high school courses. If a student would like to take a course for credit over the summer, they should consider summer school options.

Q: Can a parent change their mind on the service format (in-person, hybrid/dual, or virtual)?

Yes.

Parents do not have to pick one of the format options. Parents may identify as many as they feel comfortable. Parents may indicate one now, and then change their mind as we get closer to the summer months. Parents are asked to communicate decisions as they are known with their child's case manager.

Resources

Maryland Technical Assistance Bulletin #20-01:
Extended School Year (ESY) Services during the COVID-19
Pandemic

http://marylandpublicschools.org/programs/Documents/Special-Education/TAB/ESY_Question_Answers_508.pdf

Resources

- Howard County Autism Society (howard-autism.org)

COVID-19 RESOURCES

MSDE Technical Assistance Bulletins

Disability Rights Maryland Guidance

HCPSS Updates

- Disability Rights Maryland (disabilityrightsmd.org)
- Parents Place of Maryland (ppmd.org)

Resources

1:1 IEP Assistance is Available!

- Howard County Autism Society -- info@howard-autism.org
- HCPSS Family Support and Resource Center – fsrc@hcpss.org
- Parents Place of MD (ppmd.org) --
<https://www.pickatime.com/PPMD>
- Special Education Citizens Advisory Committee –
secacchair@gmail.com



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