

ESY Eligibility

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Just the Facts – The Big Picture

- ESY eligibility is reviewed annually for all special education students.
- ESY services are necessary to provide a free appropriate public education (FAPE) when the benefits a student with a disability gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during the summer months.

Just the Facts – The Big Picture

ESY Services Are NOT:

- A mandated 12 month program for all students
- Necessarily a continuation of the IEP
- Required to be provided all day, every day, or each day during the normal school break
- An automatic program provision from year to year
- Services limited to, or available by, only broad categories of disabilities, e.g., students with autism, ID, ED

Just the Facts - The Big Picture

- The IEP Team should determine if there are factors that will **significantly jeopardize** the student's ability to receive some benefit from the student's educational program during the regular school year, if the student does not receive ESY services.
- In other words – without ESY the student will not make progress on his/her IEP in the coming school year.

What Are Critical Life Skills?

- Critical Life Skills may include feeding, mobility, communication, dressing, self-help, and social/emotional.
- Critical Life Skills may include reading, math, and written language

Critical Life Skills Considerations

- Age of the student
- Whether the skill is required across a number of current and future environments
- If the student does not perform the skill, will someone else have to do it for him or her?

1. Goals Related to Critical Life Skills

What this means....	What this does NOT mean...
<ul style="list-style-type: none">• Skills critical to overall educational progress• Skills that lead to independent functioning• Skills that reduce dependency on future caregivers <p>Be sure to document which skills are critical!</p>	<ul style="list-style-type: none">• Inclusion of ALL IEP goals and objectives• Inclusion of ALL objectives in one area (i.e. communication)

Document your discussion and remember that saying “YES” does not automatically qualify the student for ESY.

1a. Regression of Critical Life Skills

- Answer only if you answered “yes” to Question 1

What this means....	What this does NOT mean...
<ul style="list-style-type: none">• If the IEP team decides there are no critical life skills on the IEP, then select “NO” and document the discussion.• If there are critical life skills identified, review data that demonstrates a significant loss of skills during a break AND failure to recover those skills in a reasonable amount of time (greater than 60 days after summer break)•	<ul style="list-style-type: none">• Typical regression similar to most students• Excessive regression/recoupment in non-critical areas.

Document your discussion and remember that saying “YES” does not automatically qualify the student for ESY.

1b. Degree of Progress of Critical Life Skills

What this means....	What this does NOT mean...
<ul style="list-style-type: none">• If the IEP team decides there are no critical life skills on the IEP, then select “NO” and document the discussion.• If there are critical life skills identified, review data that demonstrates progress towards the goals related to critical life skills?• If data indicates the student is not making sufficient progress to meet the goal – schedule an IEP meeting and make changes to the IEP	<ul style="list-style-type: none">• Slow or inconsistent progress = ESY Eligibility!• ESY is a chance to “catch up” with items that were not worked on during the previous school year• ESY is a chance to try and close the gap.

Document your discussion and remember that saying “NO” does not automatically qualify the student for ESY.

2. Emerging Skills or Breakthrough Opportunities

What this means....	What this does NOT mean...
<ul style="list-style-type: none">• The student is at a critical point in learning a specific skill.• The student is just “catching on.”	<ul style="list-style-type: none">• The student would “benefit” from continued instruction (wouldn’t they all?)

Document your discussion and remember that saying “YES” does not automatically qualify the student for ESY.

3. Interfering Behaviors

What this means....

- The student's behavior has an impact on his/her ability to make progress and a BIP is in place that is *linked to a critical life skill*.
- The student is just "catching on."
- Goals and objectives on the IEP must be targeting the interfering behaviors.

This rarely would be selected on it's own, it may be an additional factor once data from Question 1 or 2 is discussed.

What this does NOT mean...

- All students with a BIP get ESY.
- All students with an Emotional Disability (ED) get ESY.
- All students with challenging behaviors get ESY

Document your discussion and remember that saying "YES" does not automatically qualify the student for ESY.

4. Nature and Severity

– Does the nature and severity of the disability warrant ESY?

What this means....

- The severity AND the nature of the student's disability requires continued instruction for the student to receive some benefit from the educational program.

This rarely would be selected on it's own, it may be an additional factor once data from Question 1 or 2 is discussed.

What this does NOT mean...

- The disability category alone determines the need for ESY (e.g. "All students with autism or ID need ESY").
- That students who qualify for alternative assessments must have ESY.

Document your discussion and remember that saying "YES" does not automatically qualify the student for ESY.

5. Other Special Circumstances

– Are there other special circumstances that require ESY?

What this means....	What this does NOT mean...
<ul style="list-style-type: none"><li data-bbox="115 404 879 621">• A student’s education has been significantly interrupted in some way (e.g. TBI, cochlear implant, etc...). <p data-bbox="112 801 913 965"><i>This rarely would be selected on it’s own, it may be an additional factor once data from Question 1 or 2 is discussed.</i></p>	<ul style="list-style-type: none"><li data-bbox="985 404 1806 621">• The student automatically gets ESY when transitioning from another level (e.g., Infants and Toddlers to RECC)<li data-bbox="985 689 1777 843">• A student who transfers from another county automatically gets ESY.<li data-bbox="985 918 1792 1022">• ESY is recommended to “catch up” due to poor attendance.

Document your discussion and remember that saying “YES” does not automatically qualify them for ESY.

Just the Facts - Summarized

Significantly Jeopardized means – “at important risk for loss”

Saying “Yes” to any area(s) reviewed in previous slides does not automatically qualify the student for ESY. Also consider the following:

- Will the benefits that the student receives from his/her educational program during the regular school year be **significantly jeopardized** if the student is not provided ESY?
- Does the team anticipate that at the end of the 1st quarter the following school year the IEP will be marked as “not making sufficient progress” if the student is not provided ESY?

If Eligible, Then...

1. **Select goals and objectives**

- Select the specific goal(s)/objective(s) **ONLY** related to the identified ESY eligibility factors that require ESY services.

For example – if the team determines that a student will be significantly jeopardized in the area of “social/emotional” then **ONLY** social/emotional goal(s) and objectives(s) will be targeted for ESY.

- Consider the need to focus on instruction on a limited number of key skills related to the student’s ESY eligibility factors.

If Eligible, Then...

2. Identify ESY service hours based on ESY goal(s)/objective(s) chosen (not based on the program)

- Think About:

- What services and environment (in/out of general ed) does the student receive to address the identified ESY goal(s)/objective(s) during the school year?
- What services and environment (in/out of general ed) will address the identified ESY goal(s)/objective(s) during ESY?

If Eligible, Then...

2. Identify ESY service hours based on ESY goal(s)/objective(s) chosen (not based on the program)

- If the recommendations for ESY are different from those during the school year, document how the needs of the student are being met during ESY
- Consider if a related service provider is required to provide service for specific ESY goal(s)/objective(s)
 - For example, does the ESY goal/objective require the expertise of the SLP or could a teacher provide instruction on that goal/objective?
 - If SLP, OT, PT will provide service, identify which objective(s) be addressed by the related service provider.

If Eligible, Then...

3. Discuss ESY Program and ESY Site

- Determine ESY options which can be modified and customized to meet individual student needs based on the ESY IEP
- If the student's IEP for ESY services cannot be implemented through the program options listed, contact your Instructional Facilitator.

If Eligible, Then...

4. Parents complete ESY paperwork at the meeting or before leaving the school (especially the Health Form!)

- Health Form
- Photo Permission Slip
- Parent Articulation Form (optional)

ESY Services

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RECC

- Special instruction and related services in home or community settings, in small groups, or classroom program, as recommended for ESY.
- NEW - All RECC classroom programs will run 4 days per week (Monday through Thursday), 3 hours per day (9:15-12:15).
- NEW – some ESY classes will now be combined: MINC-T and preschool, MINC-P and PreK. MINC-EL and BSEF will remain the same.

Academic Intervention

- Rising 1st through 5th graders attend elementary programs
- Rising 6th through 8th graders attend middle school programs
- In the home school or feeder location with access to the general education setting
- 3 hours/day 5 days/wk.

Academic High

- One countywide location
- ESY goals in the area of academics, behavior or vocational
- Related services are available as needed if ESY services are recommended.
- *Student volunteers assist in program and can provide interactions with students*
- 3 hours/day 5 days/week.

Work Experience

- For students that have goal(s) related to independent work skills as ESY qualification- ONLY.
- For students currently participating in Work Study.
- Related services are available as needed if ESY services are recommended by the IEP team
- Minimal academics are addressed
- 3.5 hours/day 5 days/week.

S.O.A.R (Social Opportunities and Relationships)

- Students whose IEP goals emphasize socialization with non-disabled peers
- Students that social interactions and communication skills are identified as the primary area of qualification for ESY Elementary and Middle School – Rising Grades 1-9
- 3 hours/day 5 days/week.

S.O.A.R cont.

- Students who are receiving instruction in the essential curriculum and are participating in general education classes with limited pull-out instruction.
- Peers from the home schools are recruited to participate in the program.

ED Regional

- Students currently attending a Regional ED Program
- Student who require continued behavioral supports and intervention in a structured classroom setting to receive some benefit from next year's program
- Academic, behavioral, and social needs can be met in this program
- 3 hours/day 5 days/week

ALS Regional

- Students who currently attend the Elementary ALS Regional program
- Students whose ESY objectives are primarily in life skills (independent living), mobility, communication, and functional academics
- Students that need an integrated approach for delivery of IEP and related services for ESY
- 4 hours/day 5 days/week.

Primary/ Upper Learner

- For students that attend the Primary/ Upper Learner program during the school year.
- Provide specialized methodology for students currently in the Primary/ Upper Learner program
- 4 hours/day 5 days/week.

Cedar Lane School Program

- Students who currently attend Cedar Lane School
- Students who need an integrated approach to delivery of IEP and related services
- 3.5 hrs/day 5 days/4 week.

Other ESY Services

- Services may be provided beyond the services described in the previous slides so far depending on what the student's data shows.
- IEP Teams will use the student's data to determine if the programming described in the previous slides is not appropriate and something else is needed.