

# Extended School Year 2017

Special Education and Pupil Personnel Services

# Criteria for Extended School Year

MGL CMR 28.05-student demonstrated or is likely to demonstrate substantial regression in learning skills and/or difficulty in relearning skills if an extended program is not provided. Decisions are made on an individual basis, taking into considerations the unique needs of the child



# Process and Procedures

- Services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP)
- Progress data is collected on IEP goals throughout the year and used with school based teams to determine eligibility
- All findings and forms were submitted in March of 2017
- Centralized process for staffing, transportation and contracted services

# Extended School Year Forms

Shrewsbury Public Schools  
Special Education  
15 Parker Road  
Shrewsbury, MA 01545

Extended School Year Data Collection 2016-2017

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Areas to Consider for ESY Services, Choose one:  
 Regression/Recoupment     Critical Skills for Students Accessing the Alternate Curriculum     Special Circumstances

Target Goal/Objective	6-8 wk Baseline	November Break Skill Level	Date regained	December Break Skill Level	Date regained	February Break Skill Level	Date Regained	Strategies used for recoupment	Regression Yes or No

ESY Data Collection and Decision Making Form 2016-2017

Are there historical data, predictive expert opinion, parent input, and /or prospective criteria established by the IEP team to demonstrate that the following standards apply in this situation?

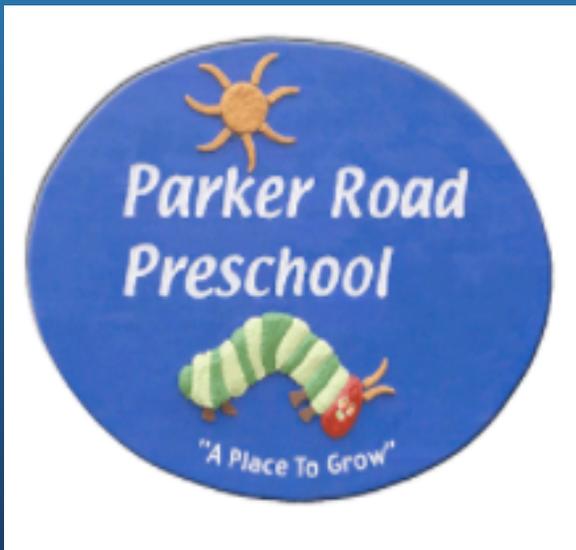
Standard	Yes or NO	If Yes, Explain Using Data from Page 1
<b>Regression and Recoupment</b> The student is unable to maintain an acquired skill when special education instruction or related services are interrupted.  The student requires a significant amount of time to recoup lost skills.		
<b>Nature and Severity of Disability</b> The student requires more consistent and highly structured programming without substantial breaks in order to make progress in the identified area of concern.  The student will suffer significant loss of skills or behavior and is more vulnerable to loss when the school program is interrupted.		
<b>Critical Stages/Areas of Learning</b> For this student, an extended break in instruction at this stage will jeopardize critical skill development.  The student will suffer significant loss of skills, behavior, or opportunities essential for the promotion and maintenance of the student's self-sufficiency.		

Based on the evidence above, this student:     **does NOT** require ESY     **Requires** ESY to address a specific goal or need

Due by: \_\_\_\_\_

# Program Organization

- ESY offered for eligible students PreK-12+.
- The programs are broken down at PreK, Elementary, Middle and High School levels
- Locations: Parker Road Preschool, Floral Street School and Sherwood Middle School

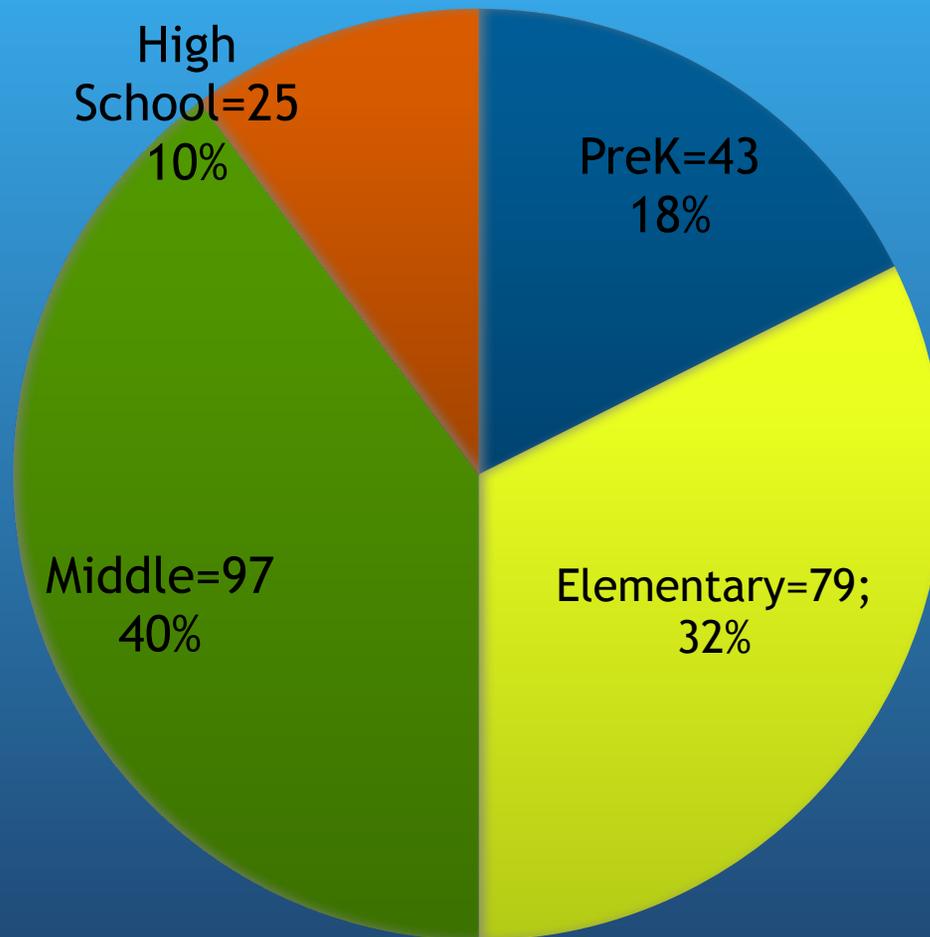


# Budget

Through centralizing the process for eligibility, overall cost reduction of \$67,000 from FY17 to FY18

<b>In-District Summer Special Education Program Expenses</b>				
	<b>FY16 [Summer 2015]</b>	<b>FY17 [Summer 2016]</b>	<b>FY18 [Summer 2017]</b>	
Staffing	\$ 423,099	\$ 470,557	\$ 424,058	
Transportation	\$ 79,456	\$ 78,298	\$ 60,003	
Contract Svcs	\$ 4,544	\$ 2,208	\$ -	
<b>Totals</b>	<b>\$ 507,099</b>	<b>\$ 551,063</b>	<b>\$ 484,061</b>	

# Students Attending ESY



# Special Education Totals as of August 2017

Total number of Special Education Students=852

Total number of ESY Special Education Students=244

Percentage of Students receiving ESY services=29%

# Summary of Services

- All programs included services for Academics (Reading, Writing, Mathematics), Educational Learning Center classrooms (ELC) and Related Services (Speech and Language, Occupational Therapy, Physical Therapy)
- The Elementary, Middle and High School Programs included a social skills component through direct instruction (Elementary and Middle) and Community Based Learning (CBL) and trips (Middle and High School)



# Reflections

- PreK intensive students merged with ELC program
- Reallocation of ABA Technicians at PreK to support classroom which eliminated the need for classroom aides
- ABA Technicians were able to request time off
- ELC staff across the district worked to transition students from PreK to Elementary to Middle to HS

# Recommendations

- Transportation review
- Parent communication to review importance and attendance
- Staff will receive feedback, as necessary, regarding performance and attendance
- Ongoing analysis of staffing needs and programming to proactively plan for 2018



# Questions/Comments

