

**Mid-Valley Special Education Cooperative
Mid-Valley and District Staff
ESY Process for Summer of 2017**

Thanks to all of you who continue to help us improve our ESY programming for students with disabilities. We appreciate your cooperation *and think summer!*

Important Dates: July 10-August 3, Monday-Thursday, 8:00-12:00. These dates are firm and you may notify parents who may want to schedule other summer activities around these dates.

Locations:

- MJC (Mades-Johnstone Center) 1304 Ronzheimer Ave., St. Charles, 60174
- Munhall Elementary School, 1400 S. 13th Ave., St. Charles, 60174
- Shelby Transition Center, 210 S. 5th St., Suite 100, St. Charles, 60174

Program Descriptions:

Early Childhood (All Disabilities, except for New Pathways [Autism] and the EC Hearing Impaired Program) Location: Munhall Elementary

Theme based curriculum emphasizing language, social, motor, and academic readiness skills with integrated related services. For students with all types of disabilities ages 3-5.

Approximate Student/Staff Ratio: 3 students to 1 adult.

Early Childhood (Hearing Impaired) Location: Munhall Elementary

Theme based curriculum emphasizing language, social, motor, and academic readiness skills with integrated related services. For students with moderate to significant hearing impairments, ages 3-5.

Approximate Student/Staff Ratio: 2 students to 1 adult.

Early Childhood New Pathways (Autism) Location: Munhall Elementary

The instructional methodology may include discrete trial training, sensory integration strategies, and visual systems to address academic, social skills, and communication skill maintenance. For students with significant developmental/neurological delays and/or autism, ages 3-5.

Approximate Student/Staff Ratio: 2 students to 1 adult.

New Pathways (Autism) K-10 Location: Munhall Elementary

The instructional methodology may include discrete trial training, sensory integration strategies, and visual systems to address academic, social skills, and communication skill maintenance. For students with autism who are significantly below grade level. Approximate student/staff ratio: 2-3: 1, depending on the intensity of student need.

Academic Skill Maintenance (Cross-categorical; High incidence disabilities)

Location: Munhall Elementary

The primary emphasis is the maintenance of literacy and math skills. Students are grouped by literacy level and placed into classes. For students with significant learning disabilities, Asperger's, and mild cognitive delays working well below grade level expectations. (K-8th grades, **but may be HS if enough students**)

Approximate student/staff ratio: 3-4:1, more support with younger students.

Behavior Alternatives (primarily BD & ED) Location: Munhall Elementary

The primary focus is maintaining academic and behavioral skills in a supportive setting. Staff are trained in crisis management. For students with emotional and behavior disabilities. (K-8th grades, **but may be HS if enough students**)

Approximate student/staff ratio: 2-3:1, depending on the intensity of student need.

Functional Academics/Life Skills (Cognitive Delays) Location: MJC K-12

This program is focused on functional academics, pragmatic language, vocational skills, money, time, addition, subtraction, basic sight words, cooking, following directions, using the computer, basic writing/matching/ short sentences. For students with moderate to significant cognitive or related disabilities. These students are typically ambulatory.

Approximate student/staff ratio: 2-3:1, depending on intensity of student need

Multi-Needs/Functional Academics (Multiple Disabilities) MJC K-age 22

The program uses a multi-sensory approach with integrated therapies and is focused on functional academics, pragmatic language, vocational skills, with the addition of self-care, and independent living skills instruction. Students are working on eye gaze, pointing from a field of two, using basic switches, basic engagement and participation. Students may require nursing, intensive 1:1 instruction, assistance with personal care. Many students have 1:1 assistants or health care assistants. These students are typically non-ambulatory or have significant/multiple needs.

Approximate student/staff ratio: 1-2:1, depending on the number of individual assistants

Transition Services SAIL: Location: Shelby Transition Center

The primary focus is on independent living skills, cooking skills, vocational skills, and consumer academics. For students aged 18-22 with autism, cognitive or related disabilities. There are two levels of programming. SAIL students acquire and practice a variety of independent daily living skills, personal-social skills, occupational preparation, math, reading and consumer academics (higher functioning). Some students focus on housekeeping, shopping, personal finance, scheduling and planning, cooking, clothing care and leisure skills. (lower functioning)

Approximate student/staff ratio: 4-5:1

ESY Procedures, 2017

A general reminder...

ESY is designed for students with significant disabilities for whom we have evidence that extra days of school are necessary in order for them to maintain their educational progress, including evidence in related service areas. Although it would be nice to offer this service for every student, it is not intended for everyone. If a student qualifies for ESY, the expectation is that they maintain their gains. Learning new skills would be a benefit, but is not required. When you write your goals for ESY, please keep this in mind.

1. In order to be eligible for ESY, a student must meet the ESY criteria. The worksheet is available in the Standard Documents on the bottom of the forms menu in PowerIEP, along with information about its use. It is also available on mvse.org under the ESY tab.
2. In order to meet the criteria for regression/recoupment, you must have at least three data points: One data point before the break (baseline); one data point after break (regression); and a third data point after a period of time equal to the days of the break (recoupment). *The criteria also applies for related services.*
3. If a student meets the criteria for ESY, you should complete the ESY Referral/Recommendation Form for each student you hope will attend ESY. If the student you are recommending has an individualized health plan or a behavior plan, please attach that information to the recommendation form. PowerIEP users must also attach a copy of the Services Page IEP. **District 303 must send an entire paper copy of the IEP.** The referral forms are on mvse.org under the ESY tab.

District Staff: You may send referral forms via interoffice, scan or FAX to your district administrator. Do NOT send them directly to Mid-Valley.

Mid-Valley Staff: You may send the forms via interoffice, scan or FAX to your program coordinator.

These forms and the recommendation for an individual teaching assistant require district approval.

4. You may submit the Referral/Recommendation Form to your district office or coordinator at any time, but no later than **March 17th**. The deadline for the administrator to submit the recommendations to Mid-Valley is **March 24** (before spring break).
5. PowerIEP users should also print and submit a copy of Services Page on the student's IEP. District 303 staff must send a paper copy of the entire IEP. A student must have ESY marked and any related services marked on this page in

order to receive ESY services. If these pages are not completed, the student will not receive ESY, including related services.

6. If the student has an individual teaching assistant during the school year, please indicate the name of the teaching assistant on the form. *Students who are in included classes with individual assistants will not necessarily need an individual teaching assistant for ESY because the ESY programming is designed for special education students in small classes with low student/teacher ratios. In general, individual teaching assistants are only required for students who need significant support with personal care, health, safety or behavior. (See program descriptions.)*
7. When making recommendations for related services for any student, you must have the input of the related service provider and it must be recorded on the appropriate page of the IEP. If students do qualify for related services, their minutes of service in ESY are generally fewer than those during the regular school year because of the shortened day and/or intensity of the summer program. *The IEP should clearly state the number of direct and/or consult minutes the student is to receive per week.* It is especially important to note if students use an augmentative communication device and require additional minutes from an SLP. Walk-in related services are only provided with the authority of your district administrator and only available through the district, not Mid-Valley.
8. If the student's IEP meeting is held after the March 17th deadline, you may complete the referral form with the anticipated needs of the student. However, you must send the IEP pages to confirm services immediately following your IEP meeting. Mark the referral form with the anticipated date of the IEP meeting.
9. After you receive district or MV coordinator approval for ESY, it will be your responsibility to obtain Parent Registration information for each student you recommend for ESY. These forms are available on mvse.org under the ESY tab. You may submit the completed registration packets to your district administrator or MV coordinator as soon as you receive them from parents, but no later than **April 21st**. The administrators will forward them to Mid-Valley NO LATER than **May 5th**.

The Parent Registration is a packet that includes:

- A parent information letter
- A program brochure
- An emergency information form
- Permission to administer medication (if appropriate)
- A transportation form
- Permission to photograph, and
- Maps of the program locations.

No specific parent permission to attend ESY is required. If they return the packet, it is assumed that they are giving permission. They will have two weeks to return the forms to you from the date of you sending the packet. Again, it will be your

responsibility to keep track of the students who should be attending and obtaining the registration information.

10. Once MVSEC receives the Parent Registration packet, Mid-Valley will write to the parents to give them more details (teacher name, name tag, etc.) and we will start arranging for transportation.
11. If you are going to send instructional materials or equipment for your students to use in ESY, please complete the shipping label form and send it to Bonnie.Carlson@d303.org no later than **May 26th**. **You may also drop materials off or make special arrangements with your district administrator. It is especially important for students to have the appropriate AT or IT equipment in order to be successful in ESY.**

Pick-up: If we are arranging for items to be picked up (larger equipment), include on the form and where the items can be picked up (exact locations) and which student the items are for. Use the label to identify materials and equipment as well. (Please note that all materials will first be picked-up and taken to MJC gym for sorting.) It is especially helpful to give the ESY teachers materials that you know the student enjoys and can do to maintain his/her skills. List all of the items that you are sending with the student and clearly mark the items.

Return: Indicate where the materials should be returned after ESY for the fall.

12. Goals for ESY should be written as separate goal pages, clearly identified as ESY goals. *If the student is to receive related services, there should be related services goals.* You should add them to the IEP so that they follow the goals for the academic year. Please keep in mind that these goals should be written to maintain skills and should last for **4 weeks**.
13. Student progress during ESY will be reported under the first benchmark on the goal page. If there are no ESY goals, progress will be reported on the IEP additional notes pages. Copies are sent to the parents and the district. For D303 students, progress will be handwritten on paper copies and returned to the district.
14. If you are interested in working during ESY, the applications and positions should be posted on Mid-Valley's website (mvse.org) in March. We will be notifying the administrative liaisons when these positions become available.

Thanks for your cooperation and patience as we continue to improve the ESY process for students, staff and parents. Think summer!!

January 19, 2017