

EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES ORIENTATION

MAY 19, 2021

WELCOME! WE WILL BEGIN SHORTLY

Please sign in:

Use QR Code with phone:

- ▶ Please open the camera on your phone and point to QR code on the screen.
- ▶ You will be prompted to open a web page to a Microsoft form.
- ▶ Complete and submit.


OR

Use direct link to google form in the chat box. You may need to copy and paste in a Google Chrome Browser

https://forms.office.com/Pages/ResponsePage.aspx?id=j_Z4Rc2G-UqzF5Pjgmyg9cy8GKToBh9KoiAoihc4hIxUQUFDREFUNUfPTIRMWjhZNEpiWU1LQUVFSy4u



HOUSEKEEPING

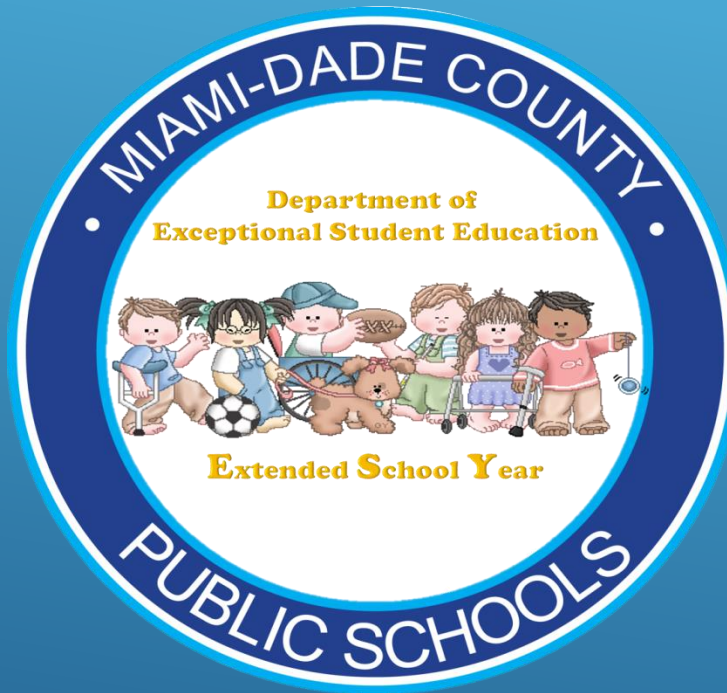
- ▶ This presentation is being recorded
 - ▶ All participants are muted
 - ▶ Post questions using the chat feature
 - ▶ We will monitor chat and stop periodically to address questions
- 

▶ **Exceptional Student Education**

- ▶ Ms. Tracie Abner, Assistant Superintendent
- ▶ Ms. Ava Goldman, Administrative Director
- ▶ Dr. Kelli Hunter, District Director
- ▶ Ms. Angie Torres, District Director

▶ **Agenda Overview**

- ▶ Ms. Yvonne Leon, Executive Director
- ▶ Ms. Emely Suarez, Lead District Staffing Specialist
- ▶ Ms. AnSeing Partridge, District Staffing Specialist
- ▶ Ms. Yvette Lavista, District Staffing Specialist
- ▶ Ms. Carla Magluta, District Staffing Specialist



FLORIDA DEPARTMENT OF EDUCATION TRAINING PRESENTATION



Extended School Year (ESY) Determinations

Jacqueline Roumou

Educational Program Director

Jacqueline.Roumou@fldoe.org

Understanding the Differences Between Summer School and ESY Services

Summer School	ESY Services
Students, including those with disabilities, attend if they meet the criteria established by the school district.	A student with a disability receives ESY services if the IEP or individualized family support plan (IFSP) team determines that the student needs specific services beyond the regular 180-day school year.
The focus of instruction is on helping students meet the Florida Standards for their grade level.	ESY services are determined for each student by the IEP and IFSP team and may be different than those services provided during the regular school year.
The school district determines the length of summer-school sessions.	The IEP or IFSP team determines initiation, duration and frequency of ESY services.

What Might ESY Look Like?

- School-based programs
- “Take-home” instructional materials, with consultation or periodic student or teacher contact
- Behavioral or other training for parents or staff
- On-the-job support
- Services contracted through community or other agencies

ESY Legal Authority

- Section 300.106 of Title 34, Code of Federal Regulations (34 CFR §300.106)
- Rule 6A-6.03028(3)(g)12, Florida Administrative Code (F.A.C.)

34 CFR §300.106 and Rule 6A-6.03028(3)(g)12, F.A.C.

- The IEP or IFSP team must determine at least annually if ESY services are necessary for the provision of a free appropriate public education (FAPE) on an individual basis.
- School districts may not limit ESY services to particular categories of a disability or unilaterally limit the type, amount or duration of those services.

ESY Services

What criteria should be used in determining ESY services?

No single criterion has been identified as the determining factor for ESY services. Decisions of eligibility for ESY services remain an IEP or IFSP team decision, and cannot be limited by use of a formula or single measure.

Criteria that can be used to determine whether a student is eligible for ESY services include, but are not limited to:

- Regression and recoupment
- critical point of instruction
- emerging skills
- nature or severity of disability
- interfering behaviors
- rate of progress
- special circumstances (e.g., transition from school to work)

Additional IEP or IFSP Team ESY Considerations

- Is the student failing to achieve instructional goals and benchmarks or short-term objectives on the IEP or IFSP because of the interruption of instruction between school years?
- Is the student at a critical stage in development where the window of opportunity will be lost if the student does not receive ESY services?
- Does the targeted skill represent a barrier to continuous progress or self-sufficiency?

Additional IEP or IFSP Team ESY considerations (continued)

- Would the benefits derived from extended educational services outweigh the positive benefits of a summer break?
- Have other options that would meet the needs of the student been considered and determined to be of less benefit than ESY services?
- Is continuous or year-round treatment an integral part of the methodology deemed necessary for the student?

34 CFR §300.106 and Rule 6A-6.03028(3)(g)12, F.A.C.

ESY services are special education and related services that are provided to a student with a disability beyond the normal school year of the school district, in accordance with the student's IEP or IFSP and at no cost to the parent of the student and meets the standards of the Florida Department of Education (FDOE).

ESY Services Are Not ...

- Child care
- Respite care
- Intended to maximize educational opportunity or potential growth
- “One size fits all”
- Based on specific area of disability, level of service or type of placement
- A longer school day

ESY Determination

- Is not intended to provide education beyond that which has been determined necessary by the IEP or IFSP team to ensure FAPE.
- In many cases, not all of the services specified in an student's IEP or IFSP for the school year need to be provided as part of ESY services.
- Parent requests for ESY services must be considered.
- If the requested ESY services by the parent are not determined needed by the IEP or IFSP team, a written notice of refusal must be provided.

ESY Determination of Need Checklist

- The checklist should be completed by the student's IEP or IFSP team for every student considered for ESY services.
- The form may be accessed at the following link:
<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086215-esy-list.pdf>

ESY and Least Restrictive Environment (LRE)

- The LRE requirement applies during ESY.
- LRE for the duration of ESY services may differ from the LRE for the duration of the IEP or IFSP in effect for the school year.
- LRE for the duration of ESY services is based on the specific goals targeted for that period.
- A school district is not required to create a program solely to provide LRE; however, it may be necessary to provide services in alternative settings if the most appropriate setting determined by the IEP or IFSP team is not available within the existing program offerings.

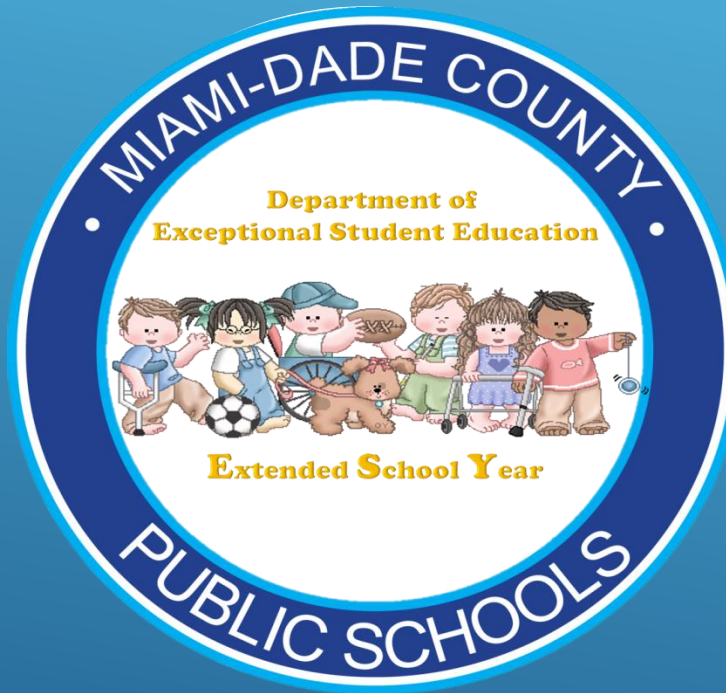
Extended School Year Services

- Related services and transportation are considered along with special education services when determining the need for ESY services.
- If a student requires transportation to benefit from ESY services, then transportation must be provided.
- The need for ESY services should be considered for the period of time before and after the school district's traditional summer school session.



SP&P – Part II, Section C: Individual Educational Plan, page 2, #7K

- Describes the district’s procedures for determining the need for ESY services for individual students.
- Describes the district’s procedures for informing staff that varying amounts, types and durations of ESY services are possible based on the individual needs of a student.



ESY PRE-PLANNING & REGISTRATION

ESE-EMS: Eligibility – Guiding Questions

ELIGIBILITY – GUIDING QUESTIONS

- ▶ Do the data indicate the likelihood that significant regression will occur in critical life skills related to **academics**, or, for pre-K students, **developmentally appropriate preacademic skills**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- ▶ Do the data indicate the likelihood that significant regression will occur in critical life skills related to **communication**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- ▶ Do the data indicate the likelihood that significant regression will occur in critical life skills related to **independent functioning and self-sufficiency**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- ▶ Do the data indicate the likelihood that significant regression will occur in critical life skills related **to social/emotional development or behavior**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

ELIGIBILITY – GUIDING QUESTIONS

continued

- ▶ Do the data indicate the likelihood that the student is at a **crucial stage** in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include **emerging skills** as well as critical points of instruction on existing skills.
- ▶ Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's **rate of progress**.
- ▶ Are there **extenuating circumstances** pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:
 - ❑ a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting
 - ❑ a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills
 - ❑ a student who has recently obtained paid employment and requires the services of a job coach in order to be successful

Extended school year (ESY) services are required if the IEP or family support plan (FSP) team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services. The following questions are intended to assist IEP and FSP teams in making decisions regarding the necessity for ESY services. Parents, teachers, and other professionals are all valuable sources of information. For each question, provide the rationale for determining YES/NO for each area (N/A if the student has no goals in this area). If "YES" is indicated for one or more questions, ESY services may be needed.

1. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **academics**, or, for pre-K students, **developmentally appropriate preacademic skills**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No N/A - The student has no goals in this area

2. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **communication**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No N/A - The student has no goals in this area

3. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **independent functioning and self-sufficiency**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No N/A - The student has no goals in this area

4. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **social/emotional development or behavior**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No N/A - The student has no goals in this area

5. Do the data indicate the likelihood that the student is at a **crucial stage** in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include **emerging skills** as well as **critical points of instruction** on existing skills.

Yes No N/A - The student has no goals in this area

6. Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's **rate of progress**.

Yes No N/A - The student has no goals in this area

7. Are there **extenuating circumstances** pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:

a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting

a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills

a student who has recently obtained paid employment and requires the services of a job coach in order to be successful

Yes No N/A - The student has no goals in this area

Is the student in need of ESY services?

Yes No

ESE-EMS

A "Yes" response would indicate that a goal for that area would be selected for ESY

PERSONNEL ALLOCATIONS

- ▶ Positions allocated for ESY
 - ▶ Classroom teachers
 - ▶ Classroom paraprofessional assistants
 - ▶ Program Specialist - one per open school site
 - ▶ Therapists – hourly as assigned by District ESE Department
 - ▶ Counselors – hourly as assigned by District ESE Department
 - ▶ Security - one per open school site unless **pre-approved** by the District ESE Department
- ▶ All locations will be reviewed *weekly* and revised, as needed, based on actual student attendance.

Service	Service Name	Setting	Start Date	End Date	How Often	Total Minutes	
Math Skills (Curriculum and Learning Environment)	Specialized Instruction	Specialized Instruction in Math	Math Class	7/1/2021	7/30/2021	Daily	60.0
Reading Skills (Curriculum and Learning Environment)	Specialized Instruction	Specialized Instruction in Reading	Reading Class	7/1/2021	7/30/2021	Daily	60.0
Language Skills (Communication)	Specialized Instruction	Instruction in Language	Therapist Room	7/1/2021	7/30/2021	Daily	60.0
Frustration Tolerance (Social or Emotional Behavior)	Supplementary Aids and Services	Instruction in Social or Emotional Behavior	All Classes	7/1/2021	7/30/2021	Daily	180.0
Fine Motor Skills (Independent Functioning)	Related services	Occupational Therapy	Therapist Room	7/1/2021	7/30/2021	weekly	30.0
Orientation and Mobility Skills (Independent)	Related services	Orientation & Mobility	All Classes	7/1/2021	7/30/2021	Daily	60.0

PERSONNEL ALLOCATIONS

ESY SERVICES FOR STUDENTS WITH DISABILITIES 2021 PROCEDURES AND GUIDELINES

- Weekly Briefing ID#30803 provides information to school administrators regarding procedures and guidelines for the implementation of the 2021 ESY services program.
 - ▶ ESY 2021 Procedures and Guidelines.
 - ▶ ESY 2021 Services for Students with Disabilities
 - ▶ ESY & Transportation Reservation Letter

ESY FEEDER PATTERNS

- ▶ School Assignments
 - ▶ Grade Level
- ▶ John McKay Scholarship Students
- ▶ Charter Schools



Department of
Exceptional Student
Education
**Extended School Year
(ESY) Services**



Extended school year (ESY) services include special education and related services that are provided to students with disabilities beyond the regular 180-day school year. Under the Individuals with Disabilities Education Act (IDEA), school districts must provide ESY services if the student requires those services in order to receive a free and appropriate public education. Typically, ESY services are provided if there is a concern that the student will regress (or lose progress) in critical life skills during his/her time off from school. School districts are not required to provide ESY services to all students with disabilities—only to those who require ESY services.

For more information about ESY Services, please see the following:

- ESY 2021 Cost Center Feeder Pattern Locations
- ESY 2021 Procedures and Guidelines
- ESY Transportation Reservation Letter
- ESY What's the IDEA behind Extended School Year Services for Students with Disabilities
- ESY 2021 Course Codes
- ESY 2021 Fact Sheet / Spanish / Haitian Creole
- School Based ESY Service Log (FM-6674)
- 2021 ESY PPT Training for Program Specialists and Teachers

CONTACT US

Address: 1501 N.E. 2nd Avenue, Suite 407, Miami, Florida 33132

Phone: (305) 995-2037

Fax: (305) 995-2049

Email: ese@dadeschools.net



Map



Phone



Email

ESE – ESY WEBSITE

<https://esy.dadeschools.net/>



SUMMER 305 | EXPLORE, EXPERIENCE, & EXCEL

SUMMER 305 PK - 5 PROGRAMS ▾ 6 - 8 PROGRAMS ▾ 9 - 12 PROGRAMS ▾ FIND A CAMP NEAR YOU ▾ FAQ's ▾ OTHER COMMUNITY-BASED CAMPS REGISTER



SUMMER 305 HANDBOOKS

<https://summer305.dadeschools.net/>

PRE-PLANNING: ESY/SUMMER SERVICES INFORMATION WORKSHEET

2021 Extended School Year /
Summer School Program
Services Information
Worksheet (To be completed
by Sending School)

- ▶ Itinerant services for DHOH and / or VI
- ▶ Nursing Services
- ▶ Specialized Food Preparation
- ▶ Adaptive Equipment and/or Equipment Transfer
- ▶ Assistive Technology Request and/or Transfer

- ▶ The 2021 Extended School Year / Summer Services Information Worksheet - available at <http://esy.dadeschools.net> is only required for students that need services that will require special planning and preparation (Completed by sending school)
- ▶ Email / fax copy to:
 - ESE Service Center based on sending school
 - District ESE Department to Yvonne Leon, Executive Director at yvonneleon@dadeschools.net or Ms. Carla Magluta, District Staffing Specialist at cmagluta@dadeschools.net.

PRE-PLANNING: SPECIAL SERVICES

PRE-PLANNING: SPECIALIZED FOOD PREPARATION

Specialized Food Preparation Procedures

- ▶ Sending school will complete page 3 of the ESY/Summer Services Information Worksheet if specialized food preparation is needed and a regular meal, delivered to the location by food services, is unsuitable for a student with a disability.
- ▶ Specialized food preparation must be coordinated in collaboration with ESE Service Center, the District ESE Department and Food and Nutrition.
- ▶ Specify type of food preparation if known (e.g., blended, pureed)

PRE-PLANNING: ASSISTIVE TECHNOLOGY PROCEDURES

Assistive Technology Procedures

- ▶ Sending school will complete page 4 of the ESY/Summer Services Information Worksheet for a student with a disability requiring the transfer or coordination of Assistive Technology in order to access ESY / Summer Services.
- ▶ Assistive Technology transfers must be coordinated with the ESY receiving school(s) and the ESE Service Center.
- ▶ AT that requires pick-up from S&D must be coordinated with the District ESE Department.
- ▶ Include AT description and contact information.

PRE-PLANNING: EQUIPMENT TRANSFER PROCEDURES


Equipment Transfer Procedures

- Sending school will complete page 5 of the ESY/Summer Services Information Worksheet if needed equipment is unavailable at the assigned ESY/Summer Services site and is required for a student with a disability to access ESY / Summer Services.
- Equipment transfer(s) must be coordinated with the ESY/Summer Services receiving school(s) in collaboration with ESE Service Center and the District ESE Department.
- Include description of equipment, PC# if applicable, location of property and school contact information

SCHEDULING: INSTRUCTIONAL PROGRAM DATES

**Monday June 28, 2021 through
Friday July 30, 2021**

- ▶ ESY services are typically provided using the same calendar allotted to the basic summer program and in accordance with the Individual Educational Plan for students with disabilities
- ▶ Contact the ESE Service Center for registration and location information for students requiring services beyond the calendar dates



**Monday 06/28/2021 through
Friday 7/30/2201**

**Elementary PK-5 / K-8 & K-12 Center School
Locations**

- Students - 8:30 a.m. – 1:50 p.m.

Grade 6-12 Middle School Locations

- Students – 9:15 a.m. – 3:00 p.m.
- Rising 6th grade students attend middle school location

**STUDENT
INSTRUCTIONAL DAY**

ESY REGISTRATION

- ▶ Extended School Year registration began Monday, May 3, 2021
 - ▶ All eligible students must be futured for summer to the assigned ESY school site in DSIS PF3 otherwise the receiving ESY school will not be able to complete the registration.
- ▶ Students approved for a *public* John M. McKay Scholarship should attend the summer school/ESY location based on their *actual residence* and not the public school assigned through the McKay during the 10-month school year.

ESY REGISTRATION

All students with one or more ESY services documented on the IEP ESY section are registered as follows:

- ▶ In a homeroom
- ▶ In the Therapeutic Instructional Support class based on grade level as documented on the IEP ESY section. Note, the “00” at the end of the course number designates the course for NO GRADE assignment.
- ▶ In related services Therapeutic Courses as documented on the IEP ESY section, if applicable. (i.e., Speech Therapy, Occupational Therapy, etc.)

DSIS MASTER SCHEDULE

- ▶ Create a master schedule following the procedures in the Summer 305 Implementation Document, available at <https://summer305.dadeschools.net/>
 - ▶ Homeroom course numbers PK-5 must be included as this course will be used to take Electronic Grade book attendance.
 - ▶ Speech, Language, Occupational, & Physical Therapy courses created based on frequency requirements of the IEP.

DSIS STUDENT SCHEDULES

- ▶ Pre-register students with schedules following the procedures in the Summer 305 Implementation Document only for those students with *school-based services*.
 - Contact the ESE Service Center for assistance for any student with a “home” or “other” delivery model.
 - Refer to the Summer 305 Implementation Document for ESY course names and numbers available at <https://summer305.dadeschools.net/>

PRE-K

ESY COURSE NUMBERS

- ▶ Pre-K Registration, review and update the Summer ESE Courses screen (PF21) to ensure that the correct School, Employee Number, Course Number (**7700010EY00**), and Hours/Week are entered on PF21.
- ▶ Age 3-5 (Part-Time) Instructional Support course: **7650130AP00**

Homeroom Course #	Grade	Sequence
5400000A000	Pre-K	0000
5400000B000	KG	0001
5400000C000	1 st	1001
5400000D000	2 nd	2001
5400000E000	3 rd	3001
Homeroom Course #	Grade	Sequence
5400000F000	4 th	4001
5400000G000	5 th	5001

HOMEROOM COURSES PK-5

ESY Course Names & Numbers	Pre-K-5
Prekindergarten Disabilities: Age 3-5 (Part Time) Instructional Support	7650130AP00
Therapeutic Instructional Support: PK-5 (ESY) (Grades K-5)	7700010EY00
Speech and Auditory Training: PK-5 (ESY) (DHOH Itinerant Instructional Support)	7763020EY00
ESY Course Names & Numbers	Pre-K-5
Expanded Core Competencies: PK-5 (ESY) (VI Itinerant Instructional Support)	7763080EY00
Speech Therapy: PK-5 (ESY) (F)	7763030EY00
Language Therapy: PK-5 (ESY) (G)	7763040EY00
Occupational Therapy: PK-5 (ESY) (D)	7763050EY00
Physical Therapy: PK-5 (ESY) (E)	7763070EY00

ESY COURSE NUMBERS K-5

ESY Course Names & Numbers	6-8	9-12
Therapeutic Instructional Support: 6-8 (ESY) Therapeutic Instructional Support (ESY) 9-12	7800010EY00	7900010EY00
ESY Course Names & Numbers	6-8	9-12
Speech and Auditory Training: 6-8 (ESY) Expanded Skills: 9-12 (ESY) (DHOH Itinerant Instructional Support)	7863020EY00	7963040EY00
Expanded Core Competencies: 6-8 (ESY) Learning Strategies (ESY) 9-12 (VI Itinerant Instructional Support)	7863080EY00	7963080EY00
Speech Therapy: 6-8 (ESY) Speech Therapy (ESY) 9-12 (F)	7866030EY00	7966030EY00
Language Therapy: 6-8 (ESY) Language Therapy (ESY) 9-12 (G)	7866040EY00	7966040EY00
Occupational Therapy: 6-8 (ESY) Occupational Therapy (ESY) 9-12 (D)	7866050EY00	7966020EY00
Physical Therapy: 6-8 (ESY) Physical Therapy (ESY) 9-12 (E)	7866070EY00	7966010EY00

ESY COURSE NUMBERS SECONDARY

Start Date: 7/1/2019 End Date: 7/29/2019 Apply to all

PEN	Service	Service Name	Setting	Start Date	End Date	Total Minutes	How often		
	Social Skills(Social or Emotional Behavior)	Specialized Instruction	Instruction in Social or Emotional Behavior	All Classes	7/1/2019	7/29/2019	90.0	Daily	x
	Speech Skills(Communication)	Specialized Instruction	Instruction in Speech	Therapist Room	7/1/2019	7/29/2019	30.0	Weekly	x
	Sensory Motor Skills(Curriculum and Learning Environment)	Specialized Instruction	Specialized Instruction in Reading	All Classes	7/1/2019	7/29/2019	60.0	Daily	x
	Self-Help Skills(Independent Functioning)	Related services	Occupational Therapy	Therapist Room	7/1/2019	7/29/2019	30.0	Weekly	x
	Self-Help Skills(Independent Functioning)	Related services	Physical Therapy	Therapist Room	7/1/2019	7/29/2019	30.0	Weekly	x

10 items per page 1 - 5 of 5 items

Therapeutic Instructional Support Course

Speech Therapy Course

Therapeutic Instructional Support Course

Occupational Therapy Course

Physical Therapy Course

ESE-EMS & ESY COURSES

DSIS STUDENT SCHEDULES

- ▶ ESE Hours (PF21)
 - Updated during the weekly crossover process with the course information on the STUDENT RECORD/SUBJECTS (PF1) screen
- ▶ Attendance
 - No minimum requirement
 - Attendance will be collected throughout the summer session

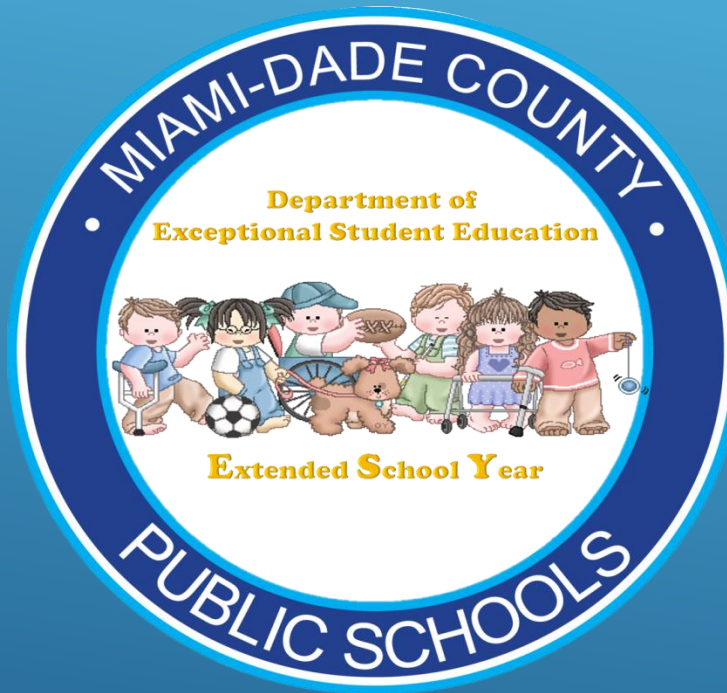
WALK-IN SERVICES

Students receiving services only one to three days per week, including Walk-In Services

- Registration is to be completed at the ESY site on the first day the student is present. The registrar will be able to designate the specific days of the week for attendance purposes.
- Part-time Walk-in Students are not futured to an ESY school location.

ESY BEYOND CALENDAR DATES

- Students that require ESY services beyond the summer services calendar and whose parents plan on accessing these services.
- Contact the ESE Service Center to identify the assigned center school and to coordinate the delivery of services for these students.
- The following FM Forms are used for this purpose:
 - FM 6575 – ESY Registration Information for Students with Intersession Services
 - FM 6791 – ESY Daily Attendance for Students with Intersession Services



ESY DELIVERY OF SERVICES

DELIVERY OF SERVICES

▶ IEP Goals

- ▶ ESY Goal(s) with services and frequency must be documented on the IEP

▶ ESY Services Log (FM 6574)

- Record attendance daily
- Document parent contacts
- Record ESY Goals and Pre/Post Status Reports
- ESY Lesson Plans (document activities and participation notes)

IEP REQUIREMENTS FOR ESY

- By **June 8, 2021** all IEP Progress reports on the goals for the students' current IEP must be completed by the sending schools.
- ESY school sites will view IEPs for students in attendance through ESE-EMS.
- Create activity packets for students whose ESY services are delivered through home packets and provide them to the parent.

ESY SERVICES LOG - FM 6574

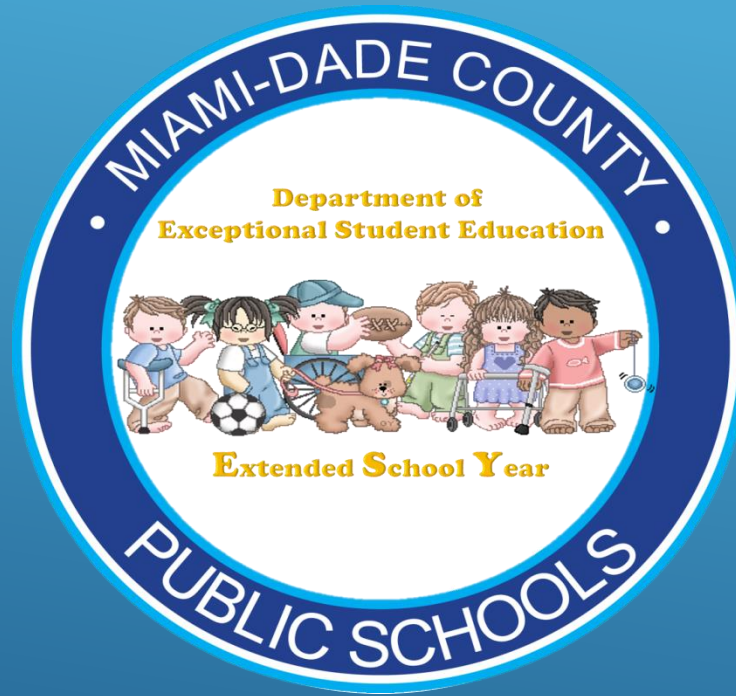
- ▶ Teacher Planning Day: 06/24/2021 & 06/25/2021 – Teachers and therapists must complete FM 6574 for each student on their roster
 - ▶ Copy the ESY goals from the IEP in the ESY section of ESE-EMS onto the ESY Services Log.
 - ▶ Record the Status Report for grading period 4 as the Pre-ESY status for each ESY goal on the log and the Pre-Post Report provided to the Program Specialist.
- ▶ All service providers (teachers and therapists) must maintain an ESY Services Log for each student for which they provide services.

ESY SERVICES LOG - FM 6574

- ▶ Teachers and therapists complete a form for each student they provide services to:
 - ▶ Status reports are completed on the ESY Services Log and not on the IEP in ESE-EMS.
 - ▶ Pre-Post status reports student list is due on **July 29, 2021 by noon** to the District ESE Department along with the attendance summary.
 - ▶ **Exclude** the last day of attendance (07/30/21).
 - ▶ Formatted student lists will be provided to each Program Specialist, **by June 21, 2021**



**KEEP
CALM
AND
TAKE A
BREAK**



ESY OPENING & CLOSING PROCEDURES

ESY PROFESSIONAL DEVELOPMENT

▶ **Thursday 06/24/21 & Friday 06/25/21**

Elementary PK-5 / K-8 / K-12 Center School Locations

- Classroom teachers
- Classroom paraprofessionals
- Support personnel

Grade 6-12 Middle / Senior School Locations

- Classroom teachers
- Classroom paraprofessionals
- Support personnel

REQUIRED PROFESSIONAL DEVELOPMENT

JUNE 24 – JUNE 25, 2021

Meet with the ESY teachers and plan for delivery of services

- ▶ Provide class lists and ESY Section of the IEP for each student
- ▶ Clarify paraprofessionals' responsibilities and create schedules
- ▶ Coordinate bus and cafeteria duties
- ▶ Provide copies of the:
 - ESY Log (FM 6574)

ESY DISTRICT REPORTS

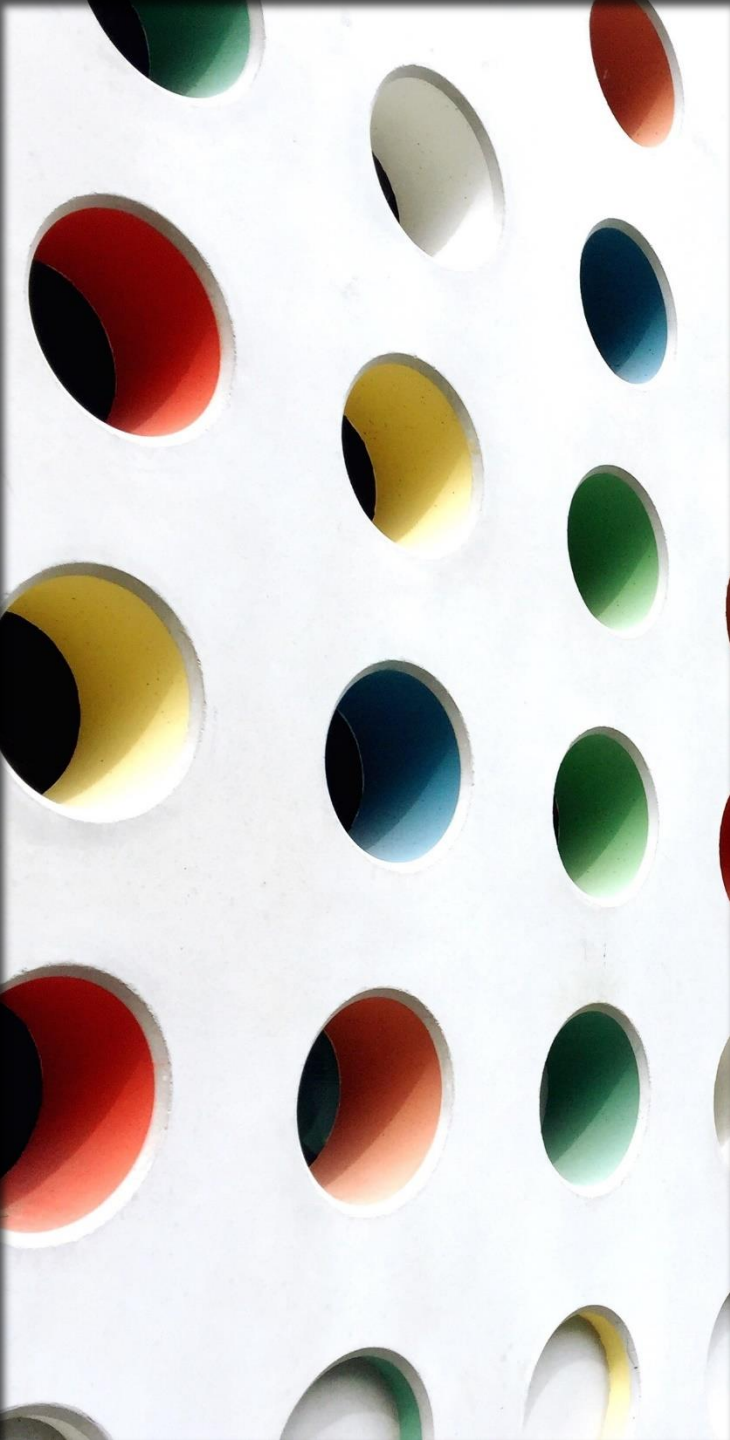
- ▶ Verify that all students eligible for ESY services have an Individual Educational Plan (IEP) that designates the need for ESY services.
- ▶ The ESE Department will provide
 - **ESY Final Scheduling Report** – assist in scheduling students for ESY services
 - **ESY Final Pre/Post Report** – collection of attendance and progress of goals for students
- ▶ These reports may include students that have transferred or are on McKay Scholarship

RG	20-21 LDC	2020-2021 School	ESY LDC	ESY Cost Center	ID #	Last	First	P	GD	IEP	Service Name	Ses	Min	Frequency	ESY Course
0	0001	Current School	9999	ESY School	0250006	SMITH	TYREL	P	9	02/06/20	Guidance/Counseling	4	15	Weekly	
0	0001	Current School	9999	ESY School	0250006	SMITH	TYREL	P	9	05/27/20	Specialized Instruction	2.5	90	Weekly	
0	0001	Current School	9999	ESY School	0250006	SMITH	TYREL	P	9	05/27/20	Speech	1	15	Weekly	
0	0001	Current School	9999	ESY School	0250006	SMITH	TYREL	P	9	05/27/20	Language	1	15	Weekly	
0	0001	Current School	9999	ESY School	0200006	ALONSO	KIVIN	W	11	11/15/19	Specialized Instruction	1	60	Daily	
0	0001	Current School	9999	ESY School	0200013	MESA	ELIM	C	11	02/20/20	Specialized Instruction	1	90	Daily	
0	0004	Current School	9999	ESY School	0779089	ARGUELLES	TOMAS	W	11	04/03/20	Specialized Instruction	1	60	Daily	
0	0004	Current School	9999	ESY School	0298000	MCKINZY	JOHN	W	10	02/18/20	Specialized Instruction	1	90	Daily	
0	0002	Current School	9999	ESY School	0500015	CHEN	LU	P	9	01/23/20	Specialized Instruction	1	60	Daily	
0	0002	Current School	9999	ESY School	0500015	CHEN	LU	P	9	01/23/20	Guidance/Counseling	1	90	Weekly	
0	0002	Current School	9999	ESY School	0160600	THOMAS	SHATERPIA	W	12	05/04/20	Specialized Instruction	4	90	Weekly	
0	0002	Current School	9999	ESY School	0160600	THOMAS	SHATERPIA	W	12	05/04/20	Language Therapy	1	30	Weekly	
0	0002	Current School	9999	ESY School	0013007	JONES	CHARLYNE	W	11	01/31/20	Language	1	30	Weekly	
0	0002	Current School	9999	ESY School	0013007	JONES	CHARLYNE	W	11	01/31/20	Specialized Instruction	3	90	Weekly	
0	0002	Current School	9999	ESY School	0061101	ROSS	JABRI	C	11	11/12/19	Health Treatment	1	1	Daily	
0	0002	Current School	9999	ESY School	0061101	ROSS	JABRI	C	11	11/12/19	Specialized Instruction	3	90	Weekly	
0	0002	Current School	9999	ESY School	0061101	ROSS	JABRI	C	11	11/12/19	Physical Therapy	1	30	Monthly	
0	0002	Current School	9999	ESY School	0061101	ROSS	JABRI	C	11	11/12/19	Occupational Therapy	1	30	Weekly	
0	0002	Current School	9999	ESY School	0061101	ROSS	JABRI	C	11	11/12/19	Language	1	30	Weekly	
0	0002	Current School	9999	ESY School	0750003	GARCIA	JESSIE	W	11	05/15/20	Health Treatment	1	15	Daily	
0	0002	Current School	9999	ESY School	0750003	GARCIA	JESSIE	W	12	04/23/20	Guidance/Counseling	1	30	Weekly	
0	0002	Current School	9999	ESY School	0750003	GARCIA	JESSIE	W	13	04/23/20	Specialized Instruction	2.5	90	Weekly	
0	0002	Current School	9999	ESY School	0600021	GARRICK	JANICE	W	12	11/20/19	Vitamerant	1	30	Weekly	
0	0002	Current School	9999	ESY School	0600021	GARRICK	JANICE	W	12	11/20/19	Specialized Instruction	2	225	Weekly	
0	0003	Current School	9999	ESY School	0500051	PINE	JOE	J	6	10/30/19	Guidance/Counseling	1	30	Weekly	
0	0003	Current School	9999	ESY School	0500051	PINE	JOE	J	6	10/30/19	Specialized Instruction	2.5	85	Weekly	
0	0003	Current School	9999	ESY School	0250400	SHELBY	COBY	W	7	02/12/20	Specialized Instruction	2.5	90	Weekly	
0	0003	Current School	9999	ESY School	0250400	SHELBY	COBY	W	7	02/12/20	Occupational Therapy	1	30	Monthly	
0	0003	Current School	9999	ESY School	0250400	SHELBY	COBY	W	8	05/05/20	Physical Therapy	1	15	Weekly	
0	0004	Current School	9999	ESY School	0400004	MAYOR	DAN	J	7	12/04/19	Specialized Instruction	2	140	Weekly	
0	0004	Current School	9999	ESY School	0400004	MAYOR	DAN	J	7	12/04/19	Guidance/Counseling	1	30	Weekly	
0	0004	Current School	9999	ESY School	0710001	WELL	SEBASTIAN	W	6	01/08/20	Speech	1	30	Weekly	
0	0004	Current School	9999	ESY School	0710001	WELL	SEBASTIAN	W	6	01/08/20	Language	1	30	Weekly	

ESY FINAL SCHEDULING REPORT SAMPLE

RC	ESY Cent. Center	20-21 LOC.	2020-2021 School	ID #	Last	First	P	GD	RP	PEV	Goal	Pre-Start Date	Post-Start Date	Start Present (M/20 - 7/16)	Start Present (M/20 - 7/16)	Start Present (M/20 - 7/16)	Comments	
0	ESY School	0001	2020-2021 School	0250006	SMITH	TYREL	P	9	06/27/20	Writing Skills	When presented with a writing assignment and a graphic organizer, Tyrel will plan and write a cohesive argument to support claims, using multiple examples and citing relevant evidence from given literary sources in 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0250007	SMITH	TYREL	P	10	06/28/20	Task Completion Skills	When presented with assignments, he will ask for assistance if necessary and complete his assignments with appropriate level of effort and turned in within allowed time frame in 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0250008	SMITH	TYREL	P	12	06/30/20	Math Skills	In math class, when given real world math problems, the student will use acquired strategies such as tables, graphs, and models to represent, analyze and solve the real world problems in 3 out of 4 opportunities.							
0	ESY School	0001	2020-2021 School	0250010	SMITH	TYREL	P	18	06/31/20	Language Skills	In the therapy setting, after a story has been read the student will answer basic WH (who, what, where) questions using his speech generated device with 70% accuracy, given moderate prompting.							
0	ESY School	0001	2020-2021 School	0200106	ALONSO	KYVIN	W	11	11/15/20	Reading Skills	In a structured classroom setting and when presented with ten pre-selected sight words, the student will point and/or use his speech generated device to accurately identify the words with minimal assistance in 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0061106	ROSS	JABRI	C	11	11/17/20	Fine Motor Skills	In a structured classroom setting, the student will be able to type his first and last name using a keyboard with 7 out of 10.							
0	ESY School	0001	2020-2021 School	0061108	ROSS	JABRI	C	11	11/17/20	English Language	During Reading class, the student will identify names of a poor and lowercase letters in English in 4 out of 5 trials with 75% accuracy.							
0	ESY School	0001	2020-2021 School	0061101	ROSS	JABRI	C	11	11/17/20	English Language	During Reading class, the student will answer the four basic comprehension questions based on an English story read aloud.							
0	ESY School	0001	2020-2021 School	0061103	ROSS	JABRI	C	11	11/17/20	Math Skills	During Math class, the student will match the number with the corresponding objects/pictures from 1-50 with 75% accuracy in 3 out of 10 times.							
0	ESY School	0001	2020-2021 School	0000013	MESA	ELIN	C	11	02/20/20	On-Task Behavioral Skills	During a non-preferred teacher chosen task, the student will remain on-task with minimal verbal redirection for 3 minutes, given 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0000014	MESA	ELIN	C	11	02/20/20	Social Skills	During Work Time, the student will remain in an area and parallel play with other students, given 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0288005	MCKINZY	JOHN	W	10	02/18/20	Writing Skills	Given a topic and words, the student will write a single sentence with correct capitalization and punctuation in 3 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0288006	MCKINZY	JOHN	W	10	02/18/20	Reading Skills	Given a CVC (consonant-vowel-consonant) word, the student will blend and sound out the word in 4 out of 5 opportunities.							
0	ESY School	0001	2020-2021 School	0900015	CHEN	LU	P	9	01/25/20	Communication Skills	Given a story, the student will answer who, what, when and where questions in 4 out of 5 opportunities.							

ESY FINAL PRE/POST REPORT SAMPLE



LET'S JUMP INTO THE REPORTS



ESY OPENING DAY PROCEDURES

Monday, June 28, 2021

- ▶ Receive students and direct them to their classroom
- ▶ Follow-up with transportation concerns
 - ▶ Additions & Revisions to transportation form
 - ▶ Sample Parent ESY / Transportation Notification form
- ▶ Ask teachers to contact parents of “no shows”
- ▶ Level classes based on actual attendance
- ▶ Posted classroom rosters should not include students' exceptionalities

ESY SITE - ONGOING ACTIVITIES

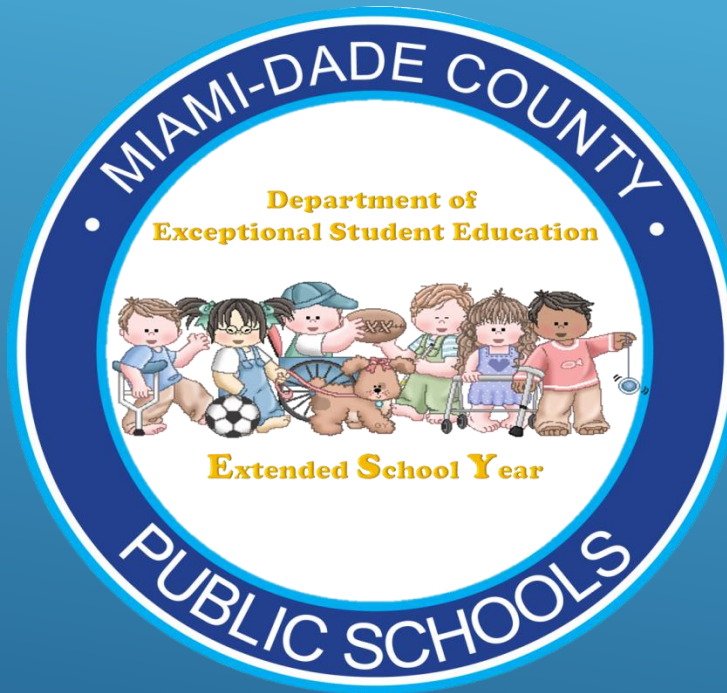
- ▶ Monitor student attendance
- ▶ Monitor teacher-student ratios and level classes accordingly
- ▶ Verify frequency and delivery of services per the IEP
- ▶ Collaborate with transportation
- ▶ Monitor delivery of instructional activities

ESY CLOSING PROCEDURES

- Upload the completed **Final Pre/Post and Attendance Report** by noon on 07/29/21 and email a_partridge@dadeschools.net and esuarez95@dadeschools.net
 - EXCEL student list
 - Required for auditing and accountability purposes

ESY SERVICE LOGS

- On 07/29/21, the original ESY Services Logs are to be collected from the teachers and divided by receiving school and placed in the envelope provided. Label the envelope ESY Service Logs 2021 with school's name.
- A District representative will contact the school regarding pick up procedures of the ESY Service Log envelopes on 07/30/21.



ESY TRANSPORTATION

TRANSPORTATION FOR ESY 2021 SUMMMER SESSION



Mr. Christian Rayneri, Supervisor
Centralized School Bus Routing
e-mail: CRayneri@dadeschools.net

Ms. Adriana Perez, Administrator
South Region School Bus Routing Office
e-mail: APerez2@dadeschools.net

Ms. Sylvia Walthour, Ops. Manager
North Region School Bus Routing Office
e-mail: swalthour@dadeschools.net

Ms. K. Perez, Clerical Support
School Bus Routing Office
e-mail: kPerez@dadeschools.net

Main Bus Routing Office phone: 305-969-2225

TRANSPORTATION FOR ESY 2021 SUMMMER SESSION



- FOR QUESTIONS ABOUT STUDENT BUS ASSIGNMENTS: BusPlanner Web will be updated daily as students are assigned
- FOR CONCERNS/ISSUES WITH BUS SERVICE: CONTACT THE APPROPRIATE TRANSPORTATION CENTER.

TRANSPORTATION FOR ESY 2021 SUMMER SESSION



BUS COMPOUND CONTACTS

North Transportation Center:

- ▶ Summer routes #'s 2000 - 2999

Phone: 305-625-9086

Administrators:

- ▶ Ms. Lashawn Holliman-Mclean
- ▶ Ms. Gerris Martin
- ▶ Ms. Stacey Adderly

TRANSPORTATION FOR ESY 2021 SUMMER SESSION



BUS COMPOUND CONTACTS

Jack Schee Transportation Center:
Summer routes #'s 9000 - 9999

Phone: 305-681-1576

Administrators:

- ▶ **Ms. Gwendolyn Cone**
- ▶ **Mr. Lance Rigby**
- ▶ **Ms. Marvelous Ward-Hamilton**

TRANSPORTATION FOR ESY 2021 SUMMER SESSION

BUS COMPOUND CONTACTS



Northwest Transportation Center:

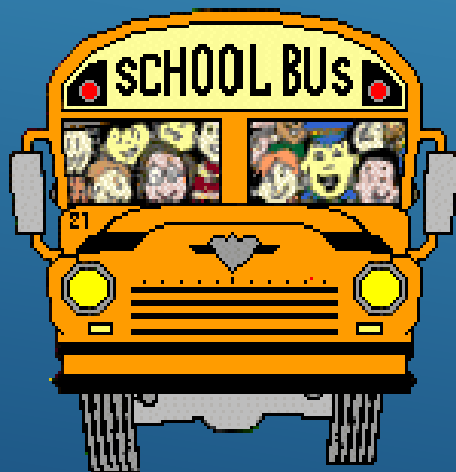
Summer routes #'s: 6000 - 6999

Phone: 305-887-2383

Administrators:

- ▶ Mr. Bernard Edwards
- ▶ Ms. Marable Gabriel

TRANSPORTATION FOR ESY 2021 SUMMER SESSION



BUS COMPOUND CONTACTS

Northeast Transportation Center:

- ▶ Summer routes #'s: 4000 - 4999

Phone: 305-638-1658

Administrators:

- ▶ Ms. Angelique Mozone
- ▶ Ms. Charlene Bentley

TRANSPORTATION FOR ESY 2021 SUMMER SESSION

BUS COMPOUND CONTACTS

Central-West Transportation Center:

- ▶ Summer routes: 7000 - 7999

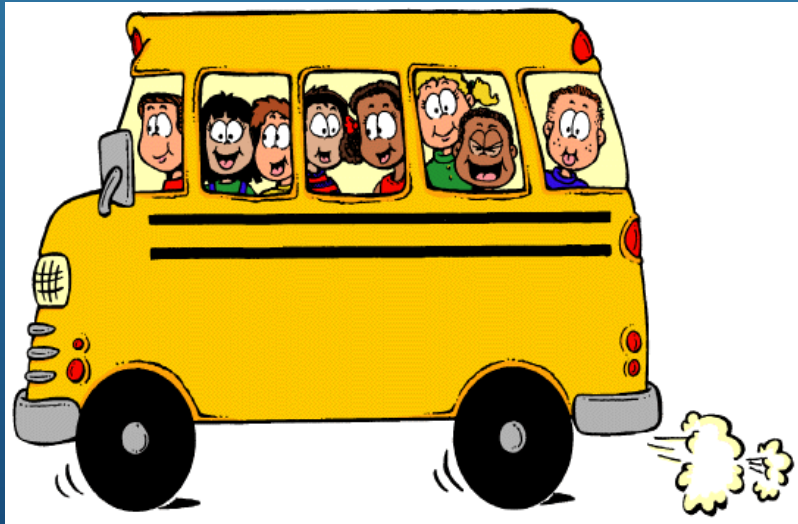
Phone: 305-227-1995

Administrators:

- ▶ Ms. Kathryn Beasley
- ▶ Ms. Marta Larrasquito



TRANSPORTATION FOR ESY 2021 SUMMER SESSION



BUS COMPOUND CONTACTS

Southwest Transportation Center:

- ▶ Summer routes: 5000 - 5999

Phone: 305-234-0046

Administrators:

- ▶ Ms. Gloria Weathersby (Director)
- ▶ Mr. Frank Hernandez
- ▶ Ms. Titiana Lewis

TRANSPORTATION FOR ESY 2021 SUMMER SESSION

BUS COMPOUND CONTACTS



South Transportation Center:

- ▶ Summer routes: 2000 - 2999

Phone: 305-248-3380

Administrators:

- ▶ Ms. Ilene Childs
- ▶ Ms. Carmen Watson
- ▶ Ms. Aprel Truesdell

ESY TRANSPORTATION REQUEST PROCESS

- ▶ Distribute the ESY and Transportation Reservation letter to parents of students that are eligible for ESY (available in 3 languages).
- ▶ As parents submit the ESY & Transportation Reservation letter indicating a need (YES) for ESY bus transportation, complete the 2021 ESY Transportation form (**FM 7042**) and fax it to the Department of Transportation, Attn: Ms. K. Perez at 305-234-9053 or scan/email to DOT-ESY@dadeschools.net and to the designated ESE Service Center. *Please do not put students on the list whose parents/guardians tell you they do not want bus transportation for the summer.*
- ▶ The form is available at [Extended School Year Services](#)

ESY TRANSPORTATION REQUEST PROCESS

Continue to add the YES responses to FM 7042 and fax or email weekly to Transportation and the ESE Service Center.

Continue to contact any parent that has not returned the RSVP form.

Requests for transportation for ESY students - *that will be guaranteed for transportation on the first day of the summer session* - will be accepted up through **Friday, June 18, 2021.**



TRANSPORTATION FOR SUMMER SERVICES

Some ESE students who are not eligible for ESY services may still need to attend the summer session in order to take a regular education class. These students will be provided transportation in accordance with the requirements of their IEP.

If the student does not require transportation as a related service then the student may use the shuttle bus service that will be provided from closed (sending) schools to open (receiving) schools for the summer.

No forms need to be submitted for these students.

TRANSPORTATION FOR SUMMER SERVICES

Some ESE students who are not eligible for ESY services may still need to attend the summer session in order to take a regular education class. These students will be provided transportation in accordance with the requirements of their IEP.

If the student does require transportation as a related service on their IEP:

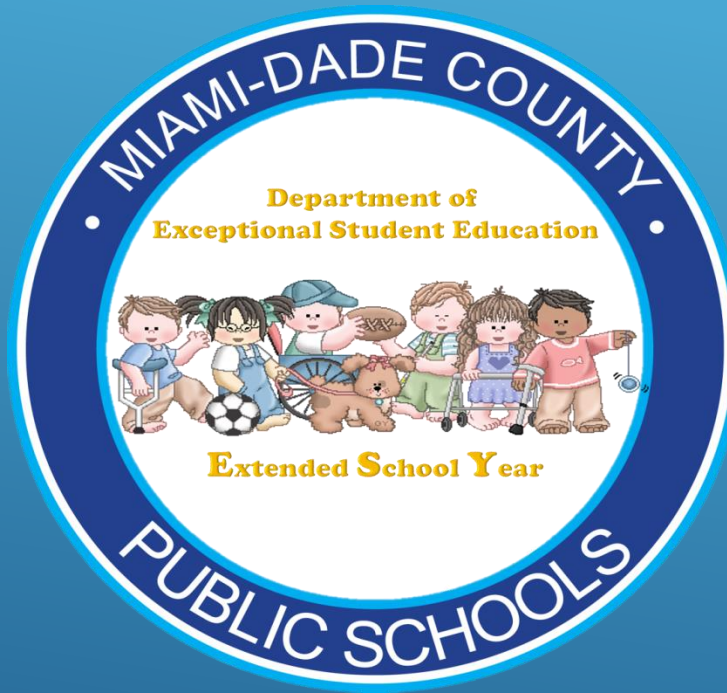
1. Contact parents/guardians of eligible students to find out if they will be wanting to use bus transportation for the summer session.
2. Complete the 2021 Summer Services Transportation List **(FM 7466)** for initial requests as well as any revisions, additions or deletions. *Please do not put students on the list whose parents/guardians tell you they do not want bus transportation for the summer.*
3. Notify parents of bus transportation pick-up and drop-off information utilizing the Summer Services Transportation Notification for Parents form.
 - ▶ Transportation forms are available at **Extended School Year Services**

SUMMER TRANSPORTATION BUSPLANNER WEB

Transportation Student Information for Summer

- **Information on summer school bus routes and bus assignments for students attending the 2021 Summer Session will be available using BusPlanner Web.**





ESY SERVICES, CURRICULUM, & STRATEGIES

PRE-K IMPLEMENTATION STRATEGIES

- ▶ Developmentally Delayed (DD) eligible students can be found in both Pre-K and Kindergarten grades
- ▶ Provide Pre-K/DD services and curriculum for Pre-K students – High Scope, Conscious Discipline
- ▶ Provide kindergarten/DD services and curriculum based on the IEP/classroom assignment that the student has been assigned to for kindergarten
- ▶ If there are insufficient students to create dedicated Pre-K ESE classroom(s), students maybe combined in a Pre-K – Kdg. Room
- ▶ All ESY services and goals on the IEP must be implemented.



MIAMI - DADE COUNTY PUBLIC SCHOOLS

PREKINDERGARTEN PROGRAM
FOR CHILDREN WITH DISABILITIES



the right beginning...

SPEECH AND LANGUAGE

- ▶ Speech-Language Therapy IEP Requirements
 - ▶ Scheduling – groups recommended, in class, at meals
 - ▶ Frequency – as required for ESY only
 - ▶ Service Providers – may change depending upon needs, employee number must be entered for Summer FTE

Contact Information

Lisett Robayna, Instructional Supervisor

LRobayna@dadeschools.net

OCCUPATIONAL / PHYSICAL THERAPY

- ▶ Occupational / Physical Therapy IEP Requirements
 - ▶ Scheduling – groups recommended, in class, at meals, recess
 - ▶ Frequency – as required for ESY only
 - ▶ Service Providers – may change depending upon needs
 - ▶ Services should be documented on the IEP in the ESY section in Section C “ESY Related Service(s) Recommended”

Contact Information
Lissett Robayna, Instructional Supervisor
LRobayna@dadeschools.net

ESY SERVICES					
Service Name	Begin Date	End Date	Duration and Frequency	Environment Majority of Time	Service School/ Location
Hospital/Homebound	7/5/2021	8/6/2021	60.0 Minutes	ESE Itinerant Class	ESE Hospital/Homebound
Instruction in Language	7/5/2021	8/6/2021	30.0 Minutes	ESE Itinerant Class	ESE Hospital/Homebound

Service Name	Begin Date	End Date	Duration and Frequency	Environment Majority of Time	Service School/ Location
Physical Therapy	7/5/2021	8/6/2021	15.0 Minutes	ESE Itinerant Class	ESE Hospital/Homebound
Occupational Therapy	7/5/2021	8/6/2021	30.0 Minutes	ESE Itinerant Class	ESE Hospital/Homebound

* Subject to School Board Calendar.

** For students requiring more than one service, the related service or speech/language will be provided within the school-based program.

Assurances

ITINERANT SERVICES FOR DHOH

- ▶ Itinerant Services IEP Requirements
 - ▶ Scheduling
 - ▶ Frequency
 - ▶ Service Providers
 - ▶ Consultation/Direct Services
 - ▶ Communication Plan



	Student Name	ID #	Grade Level (2020-2021)	Primary Except.	NURS	Specialized Food Prep.	ITN VI	ITN DHOH	Orient. & Mobility	Adaptive Equipment	Assistive Tech.
1											
2											
3											

Contact Information

Ms. Sascha Ramsey Etienne, Curriculum Support Specialist
Sramsey-etienne@dadeschools.net

EXCEPTIONALITY IMPLEMENTATION STRATEGIES

Deaf / Hard of Hearing

- Focus on auditory training
- Focus of self-determination and advocacy
- Develop language skills using any or all of the following:
 - Residual hearing
 - Speech reading
 - Manual communication systems
 - Speech
 - Appropriate amplification

ITINERANT SERVICES FOR VI

- ▶ Itinerant Services for VI IEP Requirements
 - ▶ Scheduling – usually individual for Itinerant Services
 - ▶ Frequency – specific for ESY
 - ▶ Service Providers – may change depending upon needs



	Student Name	ID #	Grade Level (2020-2021)	Primary Except.	NURS	Specialized Food Prep.	ITN VI	ITN DHOH	Orient. & Mobility	Adaptive Equipment	Assistive Tech.
1											
2											
3											

Contact Information

Lissett Robayna, Instructional Supervisor

LRobayna@dadeschools.net

EXCEPTIONALITY IMPLEMENTATION STRATEGIES

Visually Impaired (VI)

- Braille versus Low Vision
 - ✓ Large Print Materials
 - ✓ Materials to be provided by TVI
 - ✓ Modified versus Standard Curriculum

NURSING SERVICES

- ▶ Verify your feeder schools submitted the Summer Services Information Worksheet listing students with in-school nursing services, per the IEP/504, planning to attend ESY or SSP.



	Student Name	ID #	Grade Level (2020-2021)	Primary Except.	NURS	Specialized Food Prep.	ITN VI	ITN DHOH	Orient. & Mobility	Adaptive Equipment	Assistive Tech.
1											
2											
3											

NURSING SERVICES

- ▶ The nurse(s) must have a designated location with a locked cabinet where treatments can be provided. A refrigerator may be needed.
- ▶ The log containing the Sign in-Sign out procedures for nurses is maintained in the office. Fax each Friday to 1-866-263-7038.

Contact Information:

- ▶ Ms. Susanne Meadows, Instructional Support Specialist
SMeadows@dadeschools.net; 786-268-4757
 - ▶ Integrity Health Services 305-961-1686

NURSING SERVICES

District Contact Information:

Ms. Susanne Meadows,
Instructional Support Specialist
SMeadows@dadeschools.net
786-268-4757

In-School Nursing Providers

Integrity Health Services 305-961-1686

EDU Healthcare 786-220-6421

Nationwide Healthcare 305-654-1264

COUNSELING

Counseling/Art Therapy IEP Requirements

- ▶ Scheduling – Individual and/or group based on IEP and student need
- ▶ Frequency – As delineated on the student's IEP
- ▶ Service Providers will communicate with each assigned school location to establish schedule

Contact Information

Alina Rodriguez, Instructional Supervisor
rodriguez003@dadeschools.net

SOCIAL / PERSONAL SKILLS ACTIVITIES

Behavior Skills, Social Emotional Learning and Counseling Activities – Click each link!

- ▶ [Exceptional Student Education - Extended School Year \(ESY\) - Social Emotional Learning - Elementary \(padlet.com\)](#)
- ▶ [Exceptional Student Education - Extended School Year \(ESY\) - Social Emotional Learning - Secondary \(padlet.com\)](#)

EXCEPTIONALITY IMPLEMENTATION STRATEGIES

▶ Emotional / Behavioral Disabilities

- ▶ Individualized Educational Plan (IEP)
- ▶ Social Emotional - Behavior Intervention Plan (SE-BIP)
- ▶ Student Engagement - cooperative learning activities, competitive group games, visual/auditory/kinesthetic experiences, individual and group projects, and multimedia presentations.
- ▶ Be Consistent

INSTRUCTIONAL ACTIVITIES STANDARD/MODIFIED CURRICULUM

STANDARD CURRICULUM AND INSTRUCTION

- ▶ This is the inaugural year for the S.A.N.D Academy
 - ▶ Strategically Addressing the Needs of Dyslexia
- ▶ S.A.N.D is available to students who have a Specific Learning Disability (standard curriculum students) only.
- ▶ The number of classrooms you have will vary depending on enrollment at your site. If you have a student with SLD at your site, they will be filtered into a SAND classroom.
- ▶ Students will receive instruction in Reading, Mathematics, and SEL. They will also receive their therapies as per the IEP.
 - ▶ S.P.I.R.E for Reading
 - ▶ Focused Mathematics Intervention for Math

STANDARD CURRICULUM AND INSTRUCTION

- ▶ Teachers will attend a training on June 24 and June 25.
- ▶ A team room has been established for S.A.N.D. The join code can be found here: [utts619](#)
- ▶ Coaching will be provided to teachers through the vendor and support will be provided via Curriculum Support Specialist visits.

MODIFIED CURRICULUM- INSTRUCTIONAL ACTIVITIES

- ▶ Teachers and students will be using TeachTown EnCore for Reading and Mathematics instruction. SEL also embedded in program.
 - ▶ Training will be provided by the vendor on June 24 and 25
 - ▶ Additional coaching sessions will be held during the first two weeks of ESY from 2:00 pm- 3:00 pm
- ▶ Quaver SEL will be utilized as an additional resource for SEL.
- ▶ A Team Room has been established for ESY teachers. Join code can be found here: [4u5iqwb](#)

MODIFIED CURRICULUM- TRANSITION

- ▶ TeachTown Transition to Adulthood will be utilized in classrooms serving grades 6-12
- ▶ An instructional calendar of activities has been developed and will be posted in the ESY Teacher Team Room.
- ▶ Teachers will be trained on this program on June 24 and 25.
 - ▶ Additional coaching sessions will be held during the first two weeks of ESY from 2:00 pm- 3:00 pm.

Contact Information

Reagan Chalmers

Reaganlyn@dadeschools.net

AUTISM STRATEGIES

- ▶ Visual Supports
- ▶ Consistent Routine
- ▶ Reinforce wanted behaviors
- ▶ Sensory



This Photo by Unknown Author is licensed under CC BY-SA

PADLET RESOURCES

Autism Video Resources

<https://padlet.com/gmederos/autismvideos>

Finding Calmness Padlet

<https://padlet.com/rodriguez003/Findingcalmness>

Visual Resources

<https://padlet.com/lauriflores/SampleVirtualSchedulesinfo>

CONTACT INFORMATION



Department of Exceptional
Student Education, **Autism
Programs**

305-275-9801

5555 SW 93rd Avenue
Miami, FL 33165

Georgina Mederos
Instructional Support Specialist
gmederos@dadeschools.net

coming
soon!
June 2021

IEP ESY SUMMER SESSION EVENT IN ESE-EMS

ESY ORIENTATION WRAP-UP

Questions and Answers

