

## **ESY Workgroup Recommendations**

The ESY Workgroup was charged with looking at the current practices in HCPSS for implementing the HCPSS Extended School Year (ESY) Services. The workgroup looked at the following items:

- Current HCPSS ESY Programming
- Current HCPSS ESY Budget
- Current ESY struggles
- ESY parental feedback from the 2018 ESY Program
- How other counties and states provide ESY services
- Possible ways to provide ESY services

### **Members of the ESY Workgroup:**

Co-Chairs:

Joyce Agness, Instructional Facilitator Instructional Interventions

Lisa Wilson, Parent

Parents:

Stacey Williams, Parent and Special Education Coordinator, UMD

Lenore Welsh

Department of Special Education Staff:

Jen Harwood, Coordinator, Early Childhood

Emily Kinsler, Coordinator Countywide Related Services

Elizabeth Augustine, DSE Instructional Facilitator

Jennifer Dailey, Early Childhood ESY Lead

Linda Murveit, Resource Teacher, Early Childhood

Sheila Collector, Behavior Specialist Elementary & ESY Lead

Susan White, DSE Resource Teacher

LaTasha Harrison, DSE Resource Teacher

Kim Sampson, Special Education ITL

Christine Schmidt, Special Education ITL

Administrators:

Katherine Carter, AP Veterans Elementary School

Michelle Doyle-Wetzelberger, AP Ellicott Mills Middle School

Transportation:

Monica Pringle

Sandy Kelly

### **The ESY Workgroup met on the following dates:**

July 24, 2018 9:00-11:00

August 14, 2018 1:00-3:00

August 24, 2018 1:00-3:00

September 4, 2018 Recommendations were drafted at the 8/24/18 meeting and entered into Google Suite for member input and edits.

### **Recommendations for the 2019 ESY Program**

1. Hire a facilitator for the ESY program for K-12.
2. Request ESY dates to be July 8, 2019 - August 2, 2019.
  - a. Two to three weeks from last day of school year
  - b. Two to three weeks prior to teachers returning
3. ESY service times:
  - a. 4 weeks
  - b. 4 days per week
  - c. 4 hours per day for Regional ALS, UL, PL, EL, Cedar Lane
  - d. 3 hours per day for all other programs
  - e. Start & end times for three hour schedule
    - i. HS - 7:45-10:45
    - ii. MS 8:15-11:15
    - iii. Elementary 9:15-12:15
  - f. Start & end times for four hour schedule (elementary only)
    - i. 9:15-1:15
  - g. Justification for reduced amount of time
    - i. Students currently receive more hours of service than is recommended on their IEPs. (eg. students will have only reading or math goals requiring them to have 30 - 45 minutes of services per day but because of transportation they are receiving 3 hours of service.
    - ii. The reduced amount of days would not impact the services students receive based on their IEPs.
    - iii. Moving to four days would save approximately \$160,000 in transportation costs
    - iv. Other county comparison:
      1. Frederick County (4 weeks, 4 days, 2 hours per day) ( Special Programs - 4 hrs)
      2. Prince George's County (4 weeks, 4 days)
      3. Harford County (6 weeks, 3 days, 3 hours)
      4. Montgomery County (4 weeks, 5 days, 2.5 - 4 hours)
4. Sites:
  - a. 1 HS site -all programs
  - b. 1 MS site - all programs
  - c. 5 Elementary/RECC sites - all programs, requested sites: BSES, IES, WavES, PRES, DoES. This will allow students in the EL, UL, PL and some regional ALS

to remain in their familiar buildings to limit transitions for them. These sites all have RECCs as well

- d. Cedar Lane
  - e. Two-three assistant principals assigned to each site
    - i. Hiring
    - ii. Building administrator for each program
  - f. Moving to fewer sites will allow a decrease in the number of teachers, paraeducators and related service providers needed as well as travel time among sites. Current student/teacher ratio is 5:1. With this model it can increase to 7:1 We currently have a ratio of 4:1 student para ratio and can move this to a 6:1 ratio.
5. Professional Learning
- a. Face to face professional learning for all teachers on making the ESY decision
  - b. All ESY teachers
    - i. Instructional practices
    - ii. Safety Care as appropriate
    - iii. Completing progress reports
    - iv. Daily/weekly communication
  - c. Parents - understanding the ESY Process
6. Instructional Practices
- a. During the four week program instruction will included:
    - i. Reading - per IEP
    - ii. Writing - per IEP
    - iii. Math - per IEP
    - iv. Social Emotional Learning (SEL)
      - 1. all students will have access during the times not needing services based on their IEP
      - 2. A continuum of instruction for those students with social emotional and/or social interaction goals and objectives
      - 3. Aligned to the SEL instruction beginning this school year in all elementary schools
  - b. Alignment of programming of program design for instructional practices are connected with the school year staff discussions
    - i. ED planning group (IF overseeing the ED programming)
    - ii. Regional ALS, UL, PL planning group (Elementary & Secondary IFs overseeing the programming for students with SCD)
    - iii. Instructional Group (Instructional Intervention IF)
    - iv. SEL (Related Service Coordinator and Instructional Intervention IF)
    - v. Early Childhood Programs (IF for Early Childhood)
  - c. Provide instruction in all interventions used during the school year by trained staff.
7. Parents
- a. Orientation for current year service explanation

- b. Open house at each site prior to the beginning of ESY
8. Budget
  - a. Wages to support subs/workshop pay for ESY training
  - b. Teacher Pay
    - i. Per diem pay for all HCPSS employees
    - ii. The per diem amount of a new teacher for any outside staff
  - c. Continue to hire
    - i. Teacher program leads
    - ii. Site-base leads
    - iii. Behavior specialists
  - d. Paraeducator Pay
    - i. 2019 - \$13.50
    - ii. 2020 - \$14.50
    - iii. 2021 - \$15.50
  - e. Increase in MOI funds to address the increased number of students in the special programs, the SEL curriculum and curricular materials per site for ESY
9. Maintain the current practice for unique situations and the need for extended services beyond the four week program.

**Other Considerations:**

- The consideration of unique situations is key for some children and families and demonstrates the commitment to individual needs. I would just caution us to consider how that decision making process takes place to ensure equity for all children who may need it and not just those who have parents with the means and opportunity to advocate for it. I have no prior experience or knowledge of this process so I am not implying that has been the case, but I just want that to continue to be on everyone's mind as those decisions are made. Training for staff seems like it would be key in this process.
- The possibility of per diem pay that equates to their teaching experience and not just HCPSS experience. You may get other system teachers who travel far during the school year to teach, but would consider teaching ESY in HCPSS to be closer to home.