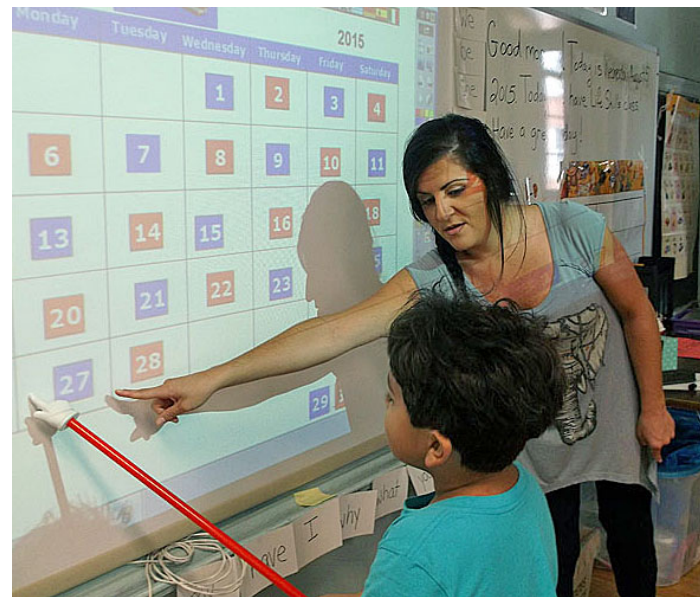


MINEOLA UFSD

2015-16 EXTENDED SCHOOL YEAR (ESY) PROGRAM



Eligibility as Defined by NYSED

- * To prevent substantial regression if they are students:
 - * Whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention AND who are placed in special classes;
 - * With severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
 - * Who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
 - * Whose needs are so severe that they can be met only in a seven-day residential program; or
 - * Who are receiving other special education services and who, because of their disabilities, exhibit the need for 12-month special service and/or program provided in a structured learning environment of up to 12 months' duration in order to prevent substantial regression.

Identification of Mineola Students



- * Data
- * Articulation
- * ESY Eligibility Form
- * Half-Day vs. Full-Day

Class Organization

- * Half Day Classes focused specifically on reading intervention
 - * Wilson, Foundations, LLI, Edmark, SOAR to Success, Reading Milestones
- * Full Day Classes were comprised of special class students with more global impairments (speech, motor, social, academic, and adaptive functioning)



Highlights of 2015-16 ESY

2014-15

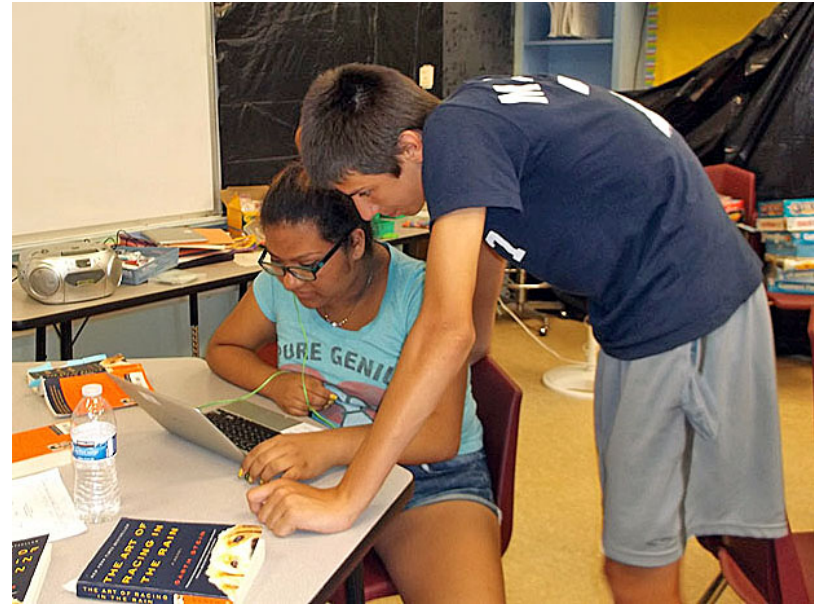
- * Work-Based Learning Class (1/2 Day)
 - * 4 students were recommended, 3 attended
- * Five (5) Full-Day Classes (8:15-1:45)
 - * 55 students were recommended, 45 attended
- * Four (4) Half-Day Classes (8:15-11:15)
 - * 50 students were recommended, 42 attended
- * Related Services Only (Speech and Language Therapy, Itinerant Hearing/Vision, Occupational Therapy, Physical Therapy, Counseling)
 - * 15 students

2015-16

- * Work-Based Learning Class (1/2 Day)
 - * 3 students were recommended, 2 attended
- * Four (4) Full-Day Classes (8:15-1:45)
 - * 43 students were recommended, 39 attended
- * Three (3) Half-Day Classes (8:15-11:15)
 - * 40 students were recommended, 32 attended
- * Related Services Only (Speech and Language Therapy, Itinerant Hearing/Vision, Occupational Therapy, Physical Therapy, Counseling)
 - * 8 students

Technology

- * All of the classrooms had SmartBoards
- * All of the Jackson Avenue and Middle School students had access to their I pads (including software such as Moby Max, ESpark, summer reading assignments, etc.)
- * Full day classes had access to class I pads
- * Students had access to their augmentative communication, and assistive technology, devices
- * Piloted use of Chrome Books in the high school reading classroom and the life skills classroom



Teacher – to – Teacher Communication

- * 2014-15 teachers completed a teacher-to-teacher form for each student that was recommended to attend ESY
- * The form provided teachers with the opportunity to highlight which IEP goals they felt should be reinforced, what interventions/ programs the student was working with, and any other relevant information (e.g. Behavior Intervention Plans)



Half-Day Classes

- * Emphasis on reading skills with continued use of targeted interventions used during the school year (Foundations, SOAR to Success, LLI, Wilson, etc.)
- * ESY had one, part-time, Wilson trained teacher
- * Students received recommended related services as part of the program
- * Children participated in program-wide community service activities



Full-Day Classes

- * Academics focused on IEP goals including ELA, Math, and Life Skills
- * Similar to previous years, the Full-Day program included Lunch/Recess and a weekly visit to the Mineola pool
- * Drama was replaced with a Life Skills class that focused on Daily Living skills such as cooking, community activities, and health
- * Speech and language therapists provided push-in services weekly in all of the full day classrooms.



Work-Based Learning

- * The Work-Based Learning class spent four days a week at Big Lots with a job coach developing career readiness skills.
- * One day a week was spent on travel training
 - * Trips included the Cradle of Aviation, Applebee's, and the diner.

ESY Community Service



Life Skills Class



Special Visitors



Future Plans

- * Continue the use of technology during the summer months to work on IEP goals.
- * Strengthen the focus on academics and functional academic skills as part of the summer school day
- * Encourage consistent attendance
- * Thank you to the BOE for adding air conditioning units to two additional classrooms this year. All but two classrooms were cool this summer!