

Extended School Services (ESS) Program and Planning Guide Kentucky Department of Education

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INTRODUCTION

The Extended School Services Program and Planning Guide is separated into “chapters” for convenience of use. This guide is not intended to be the exhaustive authority, but rather a tool to keep on hand to aid with program designing and planning, as well as a resource to help answer any questions that may arise in the day to day operation of ESS services.



The first section of the guide provides brief information about key elements of the ESS statute and regulation. It also provides basic guidance for implementing the program in the areas of selection of students, student participation, appropriate instructional programming, parental support, and fiscal/program accountability. Some of these areas are included in more detail, or with further suggestions in other sections. As in all programs, attention must be paid to key elements of a program if it is to be a truly effective. Coordinators at both the district and building levels are encouraged to review this part of the guidelines with ESS teachers and school councils as a means of acquainting them with the structure of the ESS program and as a means of self-evaluation of its implementation.

Subsequent sections provide information related to program design and/or best practice suggestions, as well as sample ESS forms and technical assistance. Also included, toward the end of this guide, you will find department answers to a wide variety of questions often posed by local staff within school districts, parents, and related agencies.

Background



In early 1990, the Kentucky General Assembly undertook the major initiative of restructuring education in Kentucky. Experts across the nation were consulted to share the most-up-to-date research about what was working and what was not working in education. The legislature first agreed upon a philosophy that became the driving force for all that was done in that session: “All Children Can Learn at High Levels, Given Appropriate Instructional Opportunities and Adequate Resources.” The legislature became convinced that nothing else but a complete restructuring of education could guarantee that this philosophy would come to fruition. Therefore, under the Kentucky Education Reform Act (KERA), the legislature enacted many “enablers” so that schools could meet the goal of all children learning at high levels.

We are aware of many of the enablers - the primary program, the preschool program, school-based councils, and professional development opportunities. These are only a few of the many programs enacted under KERA. Yet another program opportunity in KERA that was designed to be a true enabler was originally called “continuing education” in statute. This program came about from a wealth of research demonstrating that the amount of instructional time available to students has emerged as an important influence on students’ achievement. This research noted that the combination of additional time with effective teaching strategies and curricula designed to engage students is a powerful tool for enhancing academic performance.

Therefore, “continuing education” became another strand of KERA. Although the name was later changed to “Extended School Services” to differentiate it from the adult program of the same name, the intent of the program remains the same. The selection of the words “continuing education” was intentional. The drafters of the legislation were making the point that the program was to “continue”

the educational program of the regular classroom. In ESS classrooms, different instructional methods may be used, but the goals mirror those of the regular classroom. This important concept means that ESS teachers must coordinate with regular classroom teachers. As a result, students will find that the program enables their grades to improve, enables them to meet academic expectations, and helps them succeed at a higher level than they would have achieved without the additional instructional time.



Schools are no longer placing the blame on students for failure or poor grades. Instead, they are going to the root of the problem and finding solutions. The ESS program is designed to be an aggressive, proactive program which seeks to diminish academic problems before they become recurring long-term problems for the student. Through planned intervention, the performance gap between participating students and their peers is closed instead of allowed to widen. When appropriately implemented, the ESS program allows for the type of intervention that can make a significant difference to a student who previously would have continued to perform below grade level and perhaps eventually drop out of school or settle for lower expectations in his/her school career.

ESS funds allow every school district to operate a program for students having short- or long-term academic difficulties. ESS should be a place where interventions occur for students and ESS funds can help address the monetary needs of Response to Intervention (RtI) and Kentucky System of Intervention (KSI).

ESS programs offer extra instructional time outside regular school hours and take many forms including after-school and before-school instruction, evening sessions, Saturday learning activities, summer programs, and intercessions of year-round schools. The intent of ESS is to support the achievement of Kentucky's learning goals and the regular classroom instruction. This is achieved by close collaboration between the regular day program and the ESS program. Eventually such collaboration will minimize the student's need for ESS. Every school is required, by statute, to offer ESS services to their students.

However, Extended School Services is much more than a compensatory, remedial effort. ESS throughout the state offers a wide array of curricular offerings and instructional formats. Many of these formats are offered under titles such as Math Club to more easily gain the interest of low-achieving students. Through motivating and authentic instructional activities, the students learn to problem-solve, analyze, calculate, and compose. Good ESS programs provide opportunities for the student to put learning in context to ensure that not only skills and concepts of the core content are mastered, but also that a clear understanding of the Program of Studies is achieved.

In high quality programs, student participation in ESS programs is often seen as an exciting opportunity and privilege rather than a punishment for low academic achievement. The programs are instructionally strong. They are directly related to the instructional goals of the students. They provide the very best mix of curricular and instructional approaches for students who may be having academic problems. Evaluation of the program is continuous and is based on how well participating students achieve Kentucky's learning goals in the regular classroom. High quality ESS programs are model programs that support overall achievement of Kentucky's children.

Legislative Guidance

~ Section 1 ~

This chapter contains information for:

- ◇ *District ESS Coordinators*
- *School Level ESS
Coordinators*

Legislative Guidance

704 KAR 3:390. Extended School Services

KRS 158.070 requires schools to provide additional direct instruction beyond the minimum school term for students in need of extended services and requires the Kentucky Board of Education to promulgate administrative regulations establishing criteria for the allotment of grants to local school districts to provide these services. The major emphasis of ESS should be 1) to enhance the present level of performance of students who are having difficulty in one or more content areas, 2) to provide additional instruction to students who have been retained or are at risk of being retained, who are in danger of failing to graduate on time, or are at risk of dropping out, and 3) to close the achievement gap of low-performing students. Students should not be selected or assigned to receive ESS for disciplinary purposes or in-school suspension.



Each school is required by legislation to provide ESS.

Extended school services should not replace or substitute regular class instruction but should provide additional instructional time in a targeted content area with specific individual learning goals. ESS funds may be used to provide additional instruction during the school day **if** the district requests a waiver and that waiver is subsequently approved. A waiver is granted on a year-to-year basis after review of student data and program results.

Certified staff should provide instruction or regularly supervise noncertified tutors or peer tutors. Those teachers providing instruction in ESS programs which are offered for academic credit purposes of promotion or graduation should meet the same qualifications as those employed in the regular school program.

Districts and their school boards should have policies in place that assure that students who have a greater need, as determined by district eligibility criteria, should be referred and selected first to receive services. Districts should also have on file written criteria for the selection of personnel employed in ESS and ensure staffing decisions are made to best meet the needs of students.

Regular grant funds for use by school districts are available for 15 months through September 30 of the last year of the grant period. These funds may be used for instructional and support services, which may include salaries, transportation, professional development as it relates to ESS, instructional materials and supplies, student snacks and awards, parent training, and counseling services. Up to 5% of the district's allocation may be used for administrative costs. All services should be rendered by September 30th and all expenditures paid by December 30th.

Financial records for ESS should be maintained by the district and submitted to KDE via the state technology system. Student data for regular year program should be submitted through the IC program at the end of the regular school term (by June 30th) and by September 30th for any summer program. A separate written evaluation and evaluative data for any daytime programs should be submitted by June 30th. Daytime waivers can be applied for at any time.

A program report is due to KDE each year by June 30th. The Program Report provides projections for how the ESS funds will be disbursed to schools and the program models the schools plan to implement. This information is used to provide data to the Kentucky General Assembly, media, etc. when questions arise about ESS.

*For a complete copy of the ESS regulation, please refer to the KDE home page.

Authority for Extended School Services

Statutory Authority: KRS. 158.070. Continuing Education

- Requires local school districts to provide continuing education for students who need additional instructional time to achieve their learning goals
- Defines additional time to mean extended days, weeks, or years. One exception is specific to the Early Reading Incentive Grant (see next bullet)
- Allows a school to provide reading instruction to primary students during the school day if it is operating a currently funded Early Reading Incentive Grant in which ESS matching funds were used to provide a significant service to the reading program; other restrictions apply
- Allows districts to mandate attendance for selected students through the development of a school board policy
- Requires the promulgation of administrative regulations by the Kentucky Board of Education to establish criteria for the allotment of grants to local school districts

Relevant Regulation: 704 KAR 3:390. Extended School Services (ESS)

- Establishes criteria for the allotment of grants to local school districts
- Defines continuing education to mean extended school services

Major Requirements for Districts:

- Annually describe major instructional goals for the district's ESS program in the district's consolidated plan and maintain appropriate ESS fiscal records.
- Develop referral and selection procedures for students who may need extended school services.
- At least annually, notify all parents about the purpose and availability of ESS. Inform specific parents when their children have been referred for ESS.
- Inform parents of an appeal process for times when parents dispute the identification or non-identification of their children for ESS.
- Provide appropriate instructional and support services required by students to achieve their academic learning goals.
- Evaluate the effectiveness of the ESS program through regular observation of programs and documentation of student improvement in the regular classroom.
- Be accountable to the community and the General Assembly for an effective program.

Best Practice Guidelines

~ Section 2 ~

This chapter contains information for:

- ◇ *District ESS Coordinators*
- *School Level ESS
Coordinators*

Best Practices

SELECTION OF STUDENTS

1. State Regulation: 704 KAR 3:390 Sec. 1(1-2), Sec. 2(a-c), Sec. 2(5), Sec. 3(1), Sec. 3(3a-3e), Sec. 3(4a-4c), Sec. 3(5), and Sec. 3(7)

Expectation for Full Implementation: Continuing education means that school districts provide extended school services for students who need additional instructional time to achieve expected learning goals.

2. Recommended Strategies:

- The school council selects a staff member (e.g., a teacher or counselor) to oversee ESS operational procedures that include referral, parent notification, assignment forms, entry/exit forms, attendance-keeping, pay vouchers, purchase orders, and other duties. This ESS building level coordinator keeps the council informed of the progress of the program.
- School councils use a variety of data to aid in developing priority selection of students in the school, e.g., continuing assessment data, number and names of students failing a grade or subject, number of students receiving unsatisfactory grades in key subject areas, and number of students working below grade level.
- The council has a policy, based on district procedures, that students with the greatest need are given first priority for referral. Staff work closely with parents to ensure that eligible students participate in ESS.
- Subcommittees within the school council review student performance data in order to determine individual students who should be first priority, second priority, and third priority for ESS. All teachers are regularly informed of the priorities for referral purposes.
- At the beginning of the school year and periodically throughout the year, ESS staff provides information to the total faculty regarding the intent of the ESS program and eligibility information (priorities for service).
- Prior to the development of the district consolidation plan and at least annually the ESS District Coordinator confers with each school council regarding program needs, goals, priorities, instructional services, and support services, e.g., transportation, for the coming year.
- The district ESS coordinator meets periodically with all ESS building level coordinators to keep them updated about current activities related to the ESS program.

STUDENT PARTICIPATION

1. State Regulation: 704 KAR 3:390 Sec. 1 (2-3), Sec. 2 (1a - 1c), Sec. 2 (3a -3b), and Sec.4(5)

Expectation for Full Implementation: It is expected that local school districts and schools will design and implement an ESS program that is responsive to the needs of the students and that ensures participation as long as needed by the student.

2. Recommended Strategies:

- Stimulating programs are provided with high standards for student achievement that are congruent with the curriculum of the students' regular classrooms. This ensures that students will succeed academically and experience increased self-confidence from their time in ESS.
- The best teachers are selected for ESS. Teachers who are willing to take the extra time to design and implement strong instructional programs are recruited. Enthusiasm of ESS teachers is maintained through recognition and support.
- ESS students and parents are surveyed periodically to ascertain their perceptions of the program. Their suggestions for improvement are sought and used.
- Attendance in ESS programs is closely monitored since poor attendance may indicate that student needs are not being met.
- The progress of ESS students is closely monitored in the regular classroom to see if the ESS program is having an effect on the student's academic performance.
- A flexible schedule of ESS with complementary transportation is provided to maximize student participation.
- Exit criteria are set for each student with clear expectations. Whenever possible students are involved in setting goals.
- Trained peer tutors and parent/community volunteers are used to provide individual attention to students in a timely fashion.
- Students are kept on-task with various instructional strategies, e.g., re-teaching, cooperative learning groups. Their time is never wasted!
- Appropriate incentives are provided for attendance, e.g., food coupons, tickets to school events, recognition.

APPROPRIATE INSTRUCTIONAL PROGRAM

1. State Regulation: 704 KAR 3:390 Sec. 1 (3-4), Sec. 2 (1), and Sec. 2 (2a-2f)

Expectation for Full Implementation: It is expected that both the student's regular teacher and ESS teacher will work collaboratively to determine the students' individual needs. They will design a program that will use the additional instructional time (ESS) in the most productive manner to reach the goals set for the student within a specified time frame.

2. Recommended Strategies:

- Instructional practices are implemented in ESS that are aligned with Kentucky's required Program of Studies, the Core Content and college readiness standards.
- Referring and ESS teachers reach a mutual agreement on the most important goal(s) for the student's time in ESS.
- Varied activities and instructional techniques take place in ESS that provide continuity and congruence with instruction within the regular classroom.
- Various planned models are offered for different needs, e.g., small group content-area instruction, writing seminars, homework center, one-on one tutoring if needed, computer- aided instruction, math seminars, and study groups.

- High standards are set for students attending ESS programs. Students are encouraged and supported to do their best work rather than work on irrelevant assignments.
- Reasonable planning time between referring and ESS teachers is provided, e.g., ESS funds may be used to support periodic after school planning sessions.
- Clear and regular communication takes place between the referring and ESS teacher regarding student progress in the regular program. Subsequent stages of a student's program are planned collaboratively and there is a reasonable schedule for collaborative meetings.
- The ESS program is continually modified as student needs change and goals are reached.
- Instructional techniques are used in ESS that are supportive to the regular program and motivating to the student.
- A comprehensive inventory of supportive instructional materials is available that enables ESS teachers to design motivating and academically stimulating instructional experiences.
- ESS activities support instructional areas through the school's consolidated plan.

COMMUNITY - PARENTAL SUPPORT AND INVOLVEMENT

1. State Regulation: 704 KAR 3.390 Sec. 3 (6a - 6c)

Expectation for Full Implementation: It is expected that local districts and schools will fully seek the support and the involvement of parents and the community in the ESS program. This involvement ensures that students will fully participate in a program designed to meet their needs and allow them to have a successful school career.

2. Recommended Strategies:

- Parent support is gained by involving them in goal-setting for their children. Parents are advised of benefits their child receives from regular attendance to a program.
- Parents are regularly informed of progress being made by their child, not only in ESS but especially in the regular classroom program. They are advised of positive changes in grades, attitudes, and development of independent work habits due to ESS and other initiatives.
- Parent/student contracts are developed for ESS that outline reasonable expectations for participation, including regular attendance.
- Telephone contact is made with parents if students aren't attending or if parents haven't agreed for their children to attend ESS. Follow-up with parents is practiced sensitively and focused on identifying and working towards goals that are specific to the child and are aligned with the parent's expectations.
- The ESS program is regularly publicized within community newspapers, parent brochures, report cards, school programs, parent/teacher groups, and others.
- ALL parents (not just ESS parents) are surveyed on a regular basis to get their ideas for a more effective program, scheduling of services, needed support service, and other perceptions. Parents are informed of the results of the survey to show that the school is "hearing" them by making recommended changes.
- The ESS program is regularly featured in presentations to the PTA, community groups and community leaders. Their support and ideas are sought.
- Partnerships are developed with local businesses. Their support is sought through the provision of student incentives, mentorships, and volunteer activities.

- Training for parents is scheduled in parenting strategies, encouragement of good study habits, computer learning with their children, writing for portfolios, and other topics that are requested by parents.

FISCAL AND PROGRAM ACCOUNTABILITY

1. State Regulation: 704 KAR 3.390 Sec. 1(1-4), Sec. 3(5), Sec. 4 (5), Sec. 5 (1-6), and Sec. 6 (1-3)

Expectation for Full Implementation: It is expected that each school district and school council will: (a) operate the ESS program in accordance with relevant statutes, regulations, and guidelines; (b) use the most cost-efficient and program-effective strategies to meet the needs of the students; (c) regularly evaluate ESS students performance in the regular classroom; (d) modify the program as needed to ensure its continued effectiveness, and (e) recruit the best teachers for the program.

2. Recommended Strategies:

- Schools regularly and closely review student achievement data for overall school and ESS program improvement as well as for individual student progress.
- Appropriate supervisory staff members, (e.g., principal, school and district level ESS coordinators) observe ESS programs on a regular basis for instructional quality and student participation.
- The community is informed, of the benefits that ESS brings to the total instructional program.
- Cost-effective and program-effective strategies are constantly sought from other schools, districts, or regional programs, e.g., how use of supervised and trained peer or community tutors can reduce the student-teacher ratio and provide more individual attention to students.
- Professional development opportunities are provided for ESS teachers/leaders to enable them to better meet the need of the low performing student.
- ESS attendance records are collected and reviewed on a weekly basis to monitor for numbers, days of attendance, and priority students being served.
- ESS teachers in the district (or school) have an opportunity to meet periodically to share ideas and strategies. A concerted effort is made by the District ESS Coordinator to keep all ESS teachers informed of important information.
- Schools are encouraged to apply for innovative grant funds. All grant information is shared as quickly as available.
- Useful documents/information are copied and disseminated to all ESS staff.
- School councils receive the information and training needed to adequately oversee the ESS programs in their respective schools.
- Accurate data and reports are submitted to KDE in a timely manner.

General Program Overview

~ Section 3 ~

This chapter contains information for:

- ◆ *District ESS Coordinators*
- *School Level ESS
Coordinators*

General Program Overview

It's as easy as 4 Steps

- STEP 1 – Assessment & Referral
- STEP 2 - Student Selection & Goal Setting
- STEP 3 – Program Design & Implementation
- STEP 4 – Continuous Monitoring & Evaluation

I. What is ESS?

One of the essential principles of the Kentucky Education Reform Act (KERA) is that all students can succeed at high levels IF provided the appropriate educational program and support. The framers of KY's new education system recognized that many students do not succeed within the confines of the regular school program, but need more time to master skills/concepts and/or complete class work.

As part of KERA, the legislature provided special funds to every school district to implement this new prevention/intervention program called Extended School Services, or ESS. This program allows each school to schedule extra instruction time for students who may need help with school work.

By November 1990, all 176 school districts received grant money for implementing ESS programs. During the '96-97 school term, 145,000 students from the 1st through the 12th grade were served in ESS classes.

ESS, by definition, should include two main goals for students- 1) persistence to graduation and 2) college and work force readiness. Research has continually shown that students who are persistently academically behind their peers are more likely to drop out. ESS provides an avenue for interventions to assist those students, to ensure they meet and, preferably surpass academic benchmarks.

II. How is ESS different from other tutoring programs?

Each district is mandated to provide instructional time beyond the regular school day, week, or year (OST = out of school time). State funds are available for staffing ESS programs with qualified tutors to address specific student needs. Other tutoring programs are often designed as homework assistance or make-up work assistance programs. KY ESS programs should be addressing these issues, but primarily meet the more inherent needs of the students to enable them to be more successful in their academic progress.

III. Statutory Authority (KRS 158.070) requires.....

- GOALS for the ESS program as part of the school or district's Comprehensive Improvement Plan
- REFERRAL procedures for the SELECTION of students

- Instructional support SERVICES to assist “at risk” students in achieving academic learning goals
- Submission of STUDENT DATA at end of regular and summer ESS programs

IV. THE INTENT OF ESS is...

- ... *a proactive approach*
- ... *a means for diminishing academic problems*
- ... *a way to close performance gaps*
- ... *for students with short or long term goals*
- ... *more than remedial*
- ... *more than just homework*
- ... *more than accumulating credit hours for passing courses*
- ... *a chance to enrich, enhance, encourage, & enjoy the school experience*
- ... *prevention (of failure, of drop out, of falling behind)*
- ... *to address basic academic skills*
- ... *to involve direct instruction*
- ... *a planned intervention*

** The legislature’s goal for ESS was early intervention at all levels. The meaning of “early” refers not only to identification of *young* students, but to the implementation of ESS programs near the beginning of the school year before the gap between student performance and expectations becomes greater. Teachers are encouraged to identify students as they *begin* to have problems and refer these students to ESS for additional assistance.

Some examples of ESS activities are:

- Individual & small group instruction in core subject areas, e.g. reading & math
- Study skills & test taking strategies preparation
- Workshops & labs (e.g. reading, science)
- Assistance with instructional strategies (e.g. Reading strategies, comprehension strategies)
- Peer/cross-age tutoring
- Direct instruction of skills/concepts
- Learning centers (individual assignments based on need)
- ILP completion to help students understand their course taking path and the relevance of the skills they are learning
- How to take notes
- How to use mnemonics to memorize facts
- How to use mapping for organizing information
- How to use scanning to assist reading tasks
- Skill practice, lined exercises, charting results

- Self-guided computer programs for independent practice on specific skills
- Open response question practices
- Flexible grouping, based on skill needs

ESS Program Designs

- ESS is much more than a compensatory, remedial effort. In fact, throughout the state, ESS programs represent a wide array of curricular offerings and instructional formats.
- An ESS program may be called “Math Club” to gain the interest of students, while providing instruction in specific math skills through the use of alternative, motivating activities.
- Summer programs offer opportunities to complete required course work, earn credits (if *course was failed*), or focus on themes that integrate curriculum area.
- “Jump Start” programs prior to the new school year focus on transition from one level to another, e.g. *elementary to middle school, middle to high school*.

KEYS TO SUCCESSFUL ESS PROGRAMS



Administrative Support and Teacher Commitment

Someone has said, “The success of ANY endeavor rises and falls with leadership.” Administrative support for the school’s ESS program can make the difference in the quality of the program. When administrators and teachers work as a team to make ESS a valuable support resource for students, the result is always student achievement. Selection of teachers who are committed to student achievement is extremely important. The committed teacher sincerely cares about individual students, takes time to identify specific needs, plans effective strategies and carefully monitors student progress.

The building level principal is the key individual in the school who establishes the parameters for an effective and successful ESS program.



Stakeholder Collaboration

Since ESS is an extension of the school day and not a separate, categorical program, it is very important that the regular class and ESS teachers collaborate. Collaboration should occur before the ESS program begins in order to identify specific student needs and select appropriate strategies/activities. Teacher collaboration should continue throughout the year to monitor student achievement and determine when exit criteria is met for release from the ESS program.

When referrals are reviewed, the classroom teacher and ESS teacher should meet to discuss appropriate program activities that reinforce core content requirements in the regular class. Although alternative strategies may be utilized in ESS to assist learning and motivate the student, the learning goals must be consistent with the student’s regular day program.

As students continue in ESS, the classroom and ESS teacher need to share student progress and discuss any changes that might benefit the student in reaching goals. Collaboration with parents is important, not only to inform them of their child's performance, but also to plan for student success. Meetings, especially evening meetings to accommodate work schedules, should be planned by the ESS teacher in order to establish and maintain communication. Phone calls and letters relating student progress are always good practice as well.

Make specific plans for parent involvement. It won't happen without a concerted effort and specific plans. Parent involvement can make a significant difference in student achievement.

It is also necessary to note that not all parents will be able to speak and/or understand English. LEP students will most likely have parents who are limited in their English proficiency as well. ESS staff may consider utilizing the Family Resource and Youth Services Centers (FRYSCE), the ELL instructor, a local interpreter or a district LEP or migrant worker.



Program Effectiveness and Development

Effective ESS programs seldom “just happen.” The best programs are the result of thoughtful planning. This takes energy and time, but planning is the foundation to building a quality program. The design of an effective ESS program involves several components that require planning. These include:

- a. Program focus, based on student need
- b. Student grouping and/or placement decisions
- c. Scheduling decisions
- d. Selection of strategies and materials
- e. Management of time and activities during the class time
- f. Evaluation of student progress
- g. Teacher collaboration
- h. Parent/Guardian communication
- i. Careful thought and intentional decisions based on student achievement data
- j. Scheduled Planning Time for ESS and Regular Class Teachers
- k. Wise decision-making from building administration and building/ district level ESS coordinators
- l. Well-structured programs
- m. Meaningful, focused activities
- n. Ongoing monitoring and evaluation
- o. Set criteria for entrance into and release from the ESS program



Blending of Resources

The ESS program is enhanced when available resources are blended to serve more students, more efficiently. Cooperative efforts benefit all involved.

Some of the resources that might be utilized are:

- Family Resource/ Youth Service Centers
- Federal programs, e.g. Title I, 21st Century Learning Centers
- Community/parent volunteers
- Businesses in the Community
- Beta Club students (for peer tutors)
- College students (for tutoring)

- Retired teachers
- Federal or private Grants

ESS Concerns for Alternative Education Programs

KDE is working to heighten awareness of the needs of students in Alternative Education programs. These students could be potentially overlooked by school and district improvement initiatives and we are especially asking district ESS coordinators to make a concerted effort to include these programs in their ESS budget planning and in their ESS programs.

By the same token, you should be carefully documenting attempts made to service these students with ESS programs because KDE will be collecting data on the numbers of students in alternative education programs who receive ESS services. For that reason, it's very important for ESS coordinators to document the types of ESS services and frequency of services provided to students in alternative settings.

The following information is from the Action Plan for Alternative Education Programs (A5 and A6) and is necessary to keep in mind regarding how ESS programs should address the needs of **all** Kentucky students who are not academically on target.

A5 Programs: A district-operated and district-controlled facility designed to provide services to at-risk populations with unique needs. [Note: district operated = meets qualifications for ESS services.]

A6 Programs: A district-operated instructional program in a non-district operated institution or school serving youth who are State Agency Children (SAC). These youth are the responsibility of the Department of Juvenile Justice (DJJ), the Department of Community Based Services (DCBS), and the Department for Mental Health Disabilities and Addiction Services (MHDDAS). The quality of educational services provided to State Agency Children is the responsibility of the school district where the youth reside. [This includes ESS related services!]

Improving Outcomes for Students in Alternative Education Programs

Background

After reviewing the findings from a review of 40 A5 programs by the Kentucky Center for School Safety, the study on alternative programs provided by Kentucky Youth Advocates, annual reports from KECSAC, the Kentucky Performance Reports for students in A5 and A6 programs and other data, the Kentucky Board of Education directed the Department to develop an Action Plan to improve outcomes for students in alternative placement.

Overall, improving outcomes for these students requires the following, all of which could be partially addressed through ESS services:

- Increasing program accountability for the progress of individual students during placement, through improved data management
- Better coordination among programs and partners working with alternative education at the state and local levels
- Establishing standards of quality and practice that are shared at the state and local levels
- A close examination of how programs and services are funded, including leveraging funding to ensure equity and quality in new programs and to discontinue ineffective programs that continue poor practices.

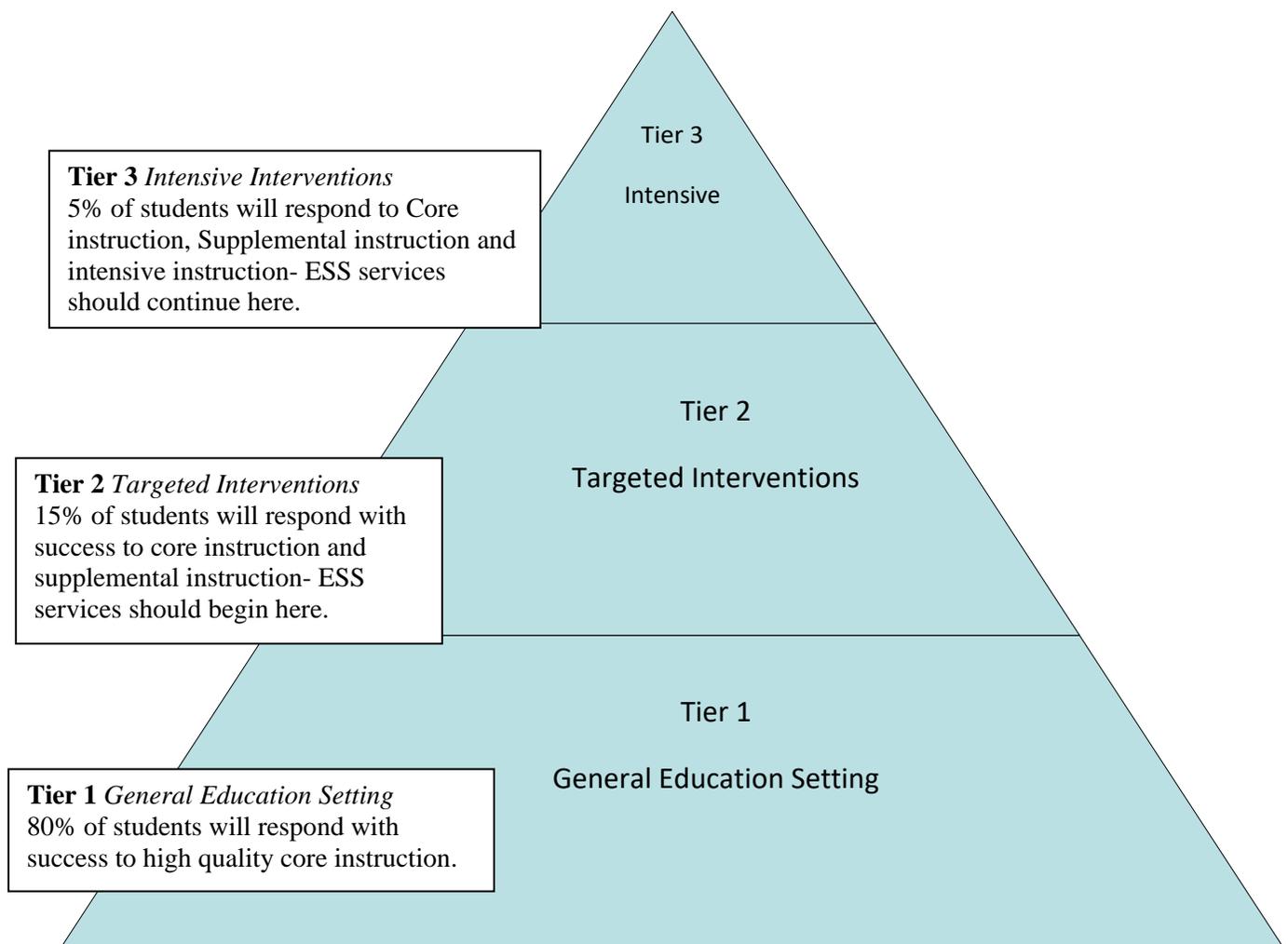
ESS and Intervention Delivery

ESS programs are the ideal place for student academic or behavioral interventions to take place. Many times, ESS is the only place a student has access to one-on-one or small group attention to assist with academic needs. You may consider ESS a funding source for providing interventions.

Tier One: With high quality core instruction, 80% of students will meet and exceed academic goals. Students' progress should be continually monitored to ensure academic goals are maintained. ESS may provide tier one interventions if a student has, for example, missed a week of school due to illness and needs assistance catching back up with the class.

Tier Two: 15% of students will need some type of supplemental instruction in order to meet and maintain immediate academic goals. ESS programs should serve students at this level, with constant monitoring to ensure progress.

Tier Three: 5% of students will need intensive supplemental instruction to meet long term academic goals. ESS programs should definitely service students at this level, with constant monitoring to ensure progress.



Student Selection and Monitoring

~ Section 4 ~

WHO IS THE ESS STUDENT?

STUDENT SELECTION

Population: 704 KAR 3:3 90 (Section 3)

Local school boards shall approve and disseminate procedures whereby pupils who have a greater need as determined by the eligibility criteria shall be referred and selected first to receive extended school services. These procedures shall not exclude students who have greater academic need from referral or selection for ESS due to the inability of the parent or student to provide transportation.

A student shall not be selected or assigned to receive extended school services for disciplinary purposes or for any kind of in-school suspension.

EXAMPLE OF POLICY FOR STUDENT SELECTION

Students are selected for ESS by the following priority:

Elementary & Middle School

1. Scores at novice level in any subject.
2. At risk of being retained, or previously retained.
3. At risk of failing a major subject.
4. Low performing in relation to age/grade level.

High School

1. At risk of failing to graduate on time.
2. At risk of failing a major subject.
3. Scores novice in any subject
4. Traditionally low performance in on or more subjects

PREFERRED STUDENT SELECTION



Carefully consider **all data sources** before making program decisions

For example:

- Information on Referral Forms
- Student report card grades
- Samples of student's daily work
- Achievement test information
- Daily/weekly class test scores
- Student portfolios
- Attendance records
- Anecdotal notes of teachers
- KCCT scores
- Information from parents
- Informal/Formal observation
- EPAS Scores

Please consider all groups of students- those in alternative education settings and vocational centers should still be serviced through ESS funds and programs.

PROCEDURES FOR GROUPING STUDENTS

1. Analyze the referrals
2. Make note of common deficit areas of greatest need.
3. Determine reasonable teacher/student ratio.
4. Determine type of group (homogenous/ heterogeneous) that best meets student needs.
5. Check areas of need identified in the school consolidated plan. (Is there a match?)
6. Consider team teachers to consolidate smaller number of students
7. Share findings & decisions with the site based council.

POSSIBLE GROUPING CONFIGURATIONS

1. Small Group (3-5 students) This configuration is especially effective for students with several academic/behavior deficits or special learning needs
2. Small Group (6-8 students).
 - Homogenous groups
~ Students with diverse learning needs.

Examples:
 - 2 students working on portfolios
 - 1 student completing an assigned project
 - 2 students needing help with math concepts
 - 3 students working on homework
 - Heterogeneous groups
~ Students with similar learning needs

Examples:
 - All students need instruction in a specific study skill, i.e. “How to Take Notes”
 - All students need instruction in how to revise/refine a portfolio piece
 - All students need instruction in word attack skills (or other reading skill)
3. Large Group (9-12 students) This arrangement usually involves students with similar academic needs, i.e. study skills, math problems, etc.
4. Large Group (13-20) This arrangement is generally the least effective because students are unable to garner individualized attention and is primarily used in the high school setting. This grouping might work best for students who can work independently for longer periods of time, students only requiring limited homework assistance or students working in computer labs with programmed software.

Multiple Intelligences- Another Consideration for the ESS Program

Howard Gardner developed the theory of students having different distinct intelligences. Gardner determined that his research "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991).

Gardner also said that these differences could prove a "challenge [to] an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning."

In the ESS classroom, instructors may want to consider what type of learning style would best address the needs of the learner in order to make the most of the experience. Some of the learning styles are as follows:

- ◇ **Visual-Spatial** - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.
- ◇ **Bodily-kinesthetic** - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning and acting out, role playing. Tools include equipment and real objects.
- ◇ **Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.
- ◇ **Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.
- ◇ **Intrapersonal** - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.
- ◇ **Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

- ◇ **Logical -Mathematical** - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles and ask cosmic questions. They can be taught through logic games, investigations and mysteries. They need to learn and form concepts before they can deal with details.

ESS instructors are not always comfortable with this type of instruction fearing that they cannot address all learning styles. However, in order to most effectively address the needs of the learners, it is necessary to attempt to do just that. Consider it this way, the students are referred to ESS because they are performing below grade level in the regular classroom; therefore it is the job of the ESS teacher to find a way to address the needs of the student in order to get them on grade level. The more individualized the instruction, the more likely this is to happen.

<http://www.tecweb.org/styles/gardner.html>

GOAL SETTING

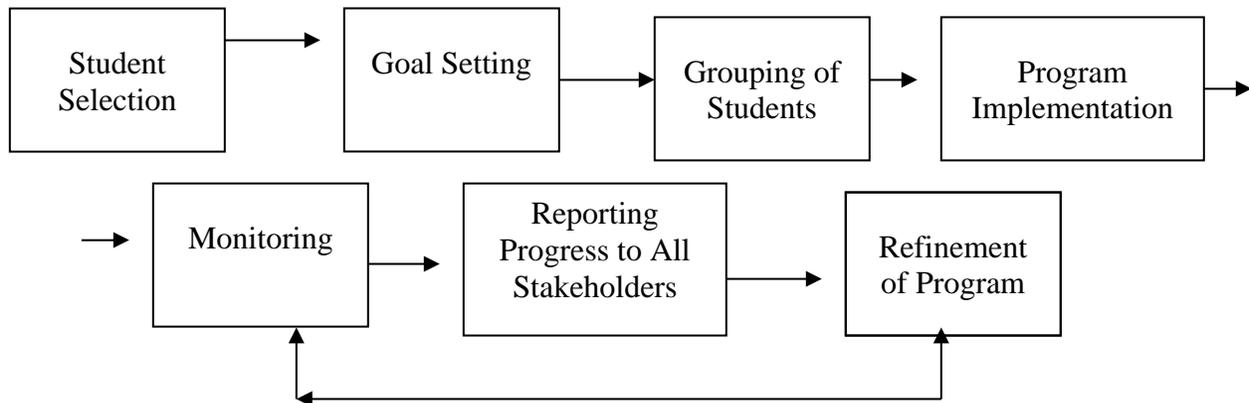
Goal Oriented
Students
are
Success Oriented
Students

It is often difficult for students to recognize the importance of setting goals. Successful governments, successful businesses, and successful individuals set goals. Without specific goals, a productive life is not possible. We must have direction.

Assist the ESS student in becoming goal oriented. You might begin with an informal discussion about goals. Discussion questions to use with students might include the following:

- What is a goal?
- What is a short term goal? (Give an example of your own- have student share an example of their own)
- What is a long term goal? (Give an example...)
- Do you think aspiring Olympians have goals? Aspiring NBA or NFL players?
- Do teachers have goals? What might these be? (share another one of your goals if possible)
- What does it take to reach one's goals?
- What are your goals?

As the student verbalizes his/her goals, write them down or have the student write them down. Together, brainstorm specific steps that are necessary in order to reach these goals. Make sure the student receives a copy of the goals they set for themselves as well as the steps for achieving them.



Student Progress is Monitored



- The progress of students who attend ESS is monitored regularly in each school. Such progress is based on the student's performance in the regular classroom.
- Continuous monitoring includes documenting and communicating the results with all stakeholders.

MEETING STUDENT NEEDS

ESS is an effective program if we can adequately meet the needs of the students we are working with. It is essential to remember that they have been referred because they need

more than they are currently receiving in the regular classroom. If we only mimic or copy the services they are already receiving then we have not met their extended learning needs.

Meeting the needs of students can require a great deal of thought, flexibility in planning and placement, and collaboration. Here are some strategies for addressing some reoccurring issues that ESS teachers and students face.

STUDENTS NEED ONE-ON-ONE ATTENTION FOR A PERIOD OF TIME.

STRATEGIES: Utilize peer tutors
Implement reinforcement system (i.e. individual. performance contract)
Use progress charts to provide feedback
Provide necessary prompts, but fade out as soon as possible

STUDENT IS DISORGANIZED OR HAS POOR STUDY HABITS

STRATEGIES: Show student an organizational strategy for his/her notebooks
Suggest use of an “Assignment Notebook” to keep up with work
Show student HOW to take notes and use notes for studying
Teach the “mapping” skill to visual learners to aid memory
Assist student in organizing his/her time. Keep chart in notebook.

STUDENT DOES NOT HAVE GOALS; HAS TROUBLE COMPLETING TASKS.

STRATEGIES: Help student write realistic goals & steps to reach the goals
Periodically check progress toward goals
Provide incentives for completing work;
Reinforce even small successes

Program Organization & Tools

~ Section 5 ~

Time, Space and Instruction

The most effective ESS program facilitates learning through the efficient use of time, space and instruction. ESS instructors should have a designated space for ESS program delivery and this space should be well communicated to the students and be constant for the duration of the program.

ESS instructors will need basic supplies, and perhaps supplies specific to the program design. ESS coordinators should ensure that these needs are taken care of.

Basis for an Effective ESS Program design.....

- Student assessment results
- The school's instructional plan
 - A focused need
- Workable, wise grouping of students
 - Available resources
- Collaboration with teachers, council members, etc.
- Knowledge of KDE standards for Best Practices and differentiated instruction

MANAGEMENT OF ESS SESSIONS

GENERAL GUIDELINES:

1. Be sure *specific* student needs are clearly identified.
2. Consider “team teaching” to accommodate more students or to focus on teacher expertise.
3. Consider dividing the ESS session into *blocks* of time, especially for heterogeneous groups or when students have multiple needs.
4. Utilize peer tutors, instructional aides, adult volunteers, etc. whenever possible.
5. Utilize ESS time effectively- instructional time should be protected from start time to finish time.

NOTE: It is important that ESS students have goals, whether for one session or a series of sessions. These goals should relate to (extend) students' regular classroom goals/objectives. The student needs to know exactly what he/she is trying to accomplish as well as when the goal has been reached.

Incorporate some form of evaluation in the ESS session (daily or weekly). Secondary (and some elementary) students can utilize self-evaluation procedures very effectively. Records of progress are especially important for the “long term” student

Program Design: Questions to Ask

Asking yourself a series of questions will help you consider a multitude of situations and concerns before you implement a program you have spent time designing. Consider the following questions. Please understand that not all situations/categories may apply to your particular situation.

Students

- How many students enter the school at grade level?
- How many ELL students are there?
- How many bi-lingual students are there?
- What socioeconomic levels are represented in the school?
- What is the attendance rate of the students?
- What expectations do the students and parents have for themselves?
- How many students have been referred?
- What categories of assistance have the students been referred for? (Mathematics? Language Arts?)
- In what content area are students most often referred (this might allude to an instructional or curriculum issue)?
- How many students remain in ESS assistance beyond one semester? One school year?
- How often do students write? How successful is their writing? Is this an area of need?
- How often are students asked to do presentations? How developed are their presentation skills? Is this an area of need?

Achievement

- How many students leave the school building achieving at grade level?
- How many students are retained?
- How much tracking (if any) exists in the school?
- Where do special populations fit into the tracking format if it is used at your school?
- How do students far in major transitional points (elementary to middle, middle to high)?
- How do your standardized test scores compare with the state average? National average?
- In what content areas do your students achieve higher, lower and at grade level?
- How do specialized populations (i.e. ethnic, special needs, etc) compare in their achievement?

Teachers

- What are the expectations of the teachers who made the student referrals?
- What are the qualifications, strengths, areas of improvement of the staff members who have applied to work in your ESS programs? Do they fit the needs of the identified students?
- Do staff members encourage active learning? Do they rely on lecture format?
- Do teachers do any interdisciplinary teaching?
- How do teachers group students in the regular classroom? Homogeneous or Heterogeneous grouping?
- Do teachers address the needs of their students, or the needs of their subjects?

Curriculum and Instruction

- Describe the school's curriculum and curriculum mapping. Do most teachers adhere closely to the school's adopted plan?
- Do teachers add to the required curriculum? Is this to address the learning needs of the students or to enrich the learning environment of the students?
- Are teachers over padding their curriculum- trying to cover too much outside of the curriculum plan?
- Who, or what, guides the curriculum?

School Organization

- How many students are enrolled in the school? Does this number fluctuate often?
- Are community organizations involved at the school site? If so, which ones?
- Who do teachers/students interact with the central office?
- What type of scheduling is used at the school? Does it allow for creative instruction?
- Do staff members meet together to collaboratively plan? How, and how often, is this accomplished?
- Is the school media center effective in meeting the needs of the students? Of the staff? Are supplies readily available?
- How are textbooks utilized? Have they been recently updated?
- Do teachers rely solely on the textbook to drive their instruction?
- What type of technology is available to students and staff? How often do students have access to, and have to access, the technology?

School Climate

- How comfortable do students feel at school?
- How comfortable do parents feel at school?
- Is there any forum for teachers to explore new ideas, techniques, strategies?
- How many students are suspended each semester? What are the primary infractions related to the suspensions?
- Are students involved in active learning?
- Would staff members chose to send their own children to the school?

Parents/Community

- Are parents involved with the school? How? When?
- Does the school have a plan for involving parents and other community members?
- Is parent involvement similar among the various grade levels?
- Are parents' ideas respected and sought?
- Does the school provide training in parenting skills?
- What community resources does the school take advantage of? (i.e. Rotarians, YMCA, businesses, local Scouting organizations, VFWs, etc.)

- Does the school provide ample opportunities for communication with parents and the community?

Note: Try to avoid asking “why” questions at this planning stage. Most questions should begin with what, where, how, who, when...

* For a more in-depth study of these processes, see Chapters 3-4 in *The Accelerated Schools Resource Guide*, Hopfenberg, Levin and Assoc., 1993, Jossey-Bass Publishers, San Francisco.

A Few Red Flags for Looking at ESS Programs

RED FLAGS	Problem
Our ESS program serves <u>ALL</u> fourth grade students (or any grade level)	ESS should not serve ALL students in a grade level because it is unlikely that ALL are eligible for ESS.
Our ESS program focuses just on writing portfolios in the Spring.	Students with needs in other basic academic areas should also be receiving services in ESS.
The greatest need students just won't attend ESS.	Schools should find out why the students are not attending and remove any barriers to their attendance.
All of our students are disadvantaged, so all attend ESS if they choose,	Just because students are from low socioeconomic home situations does not mean that they have instructional needs or require ESS services.
Students mostly self refer to ESS; they just show-up in the ESS classroom	There must be a formal referral process in every school for students to attend ESS; priorities for selection of ESS students with the greatest need must be communicated and implemented.
I heard that ESS funds could be used during the regular school day.	Districts may request a waiver from the department of education to provide services during the day. However this is a process which requires approval and must be in addition to some OST (out of school time) program as well. Some schools with Early Reading Incentive Grants may use ESS funds during the school day if ESS funds were used as matching to the grant. All use of ESS funds during the day must be approved by the Commissioner of Education.
ESS focuses on arts and humanities because our students come from disadvantaged homes and our KCCT scores are low in this area.	ESS funds must be directed to individual student needs and goals, not school wide data. School wide data can support learning trends for students.
Most parents just want their kids to finish their homework in ESS.	ESS should not be used solely for homework completion. Students should attend ESS to gain additional instruction in specific content areas and toward specific goals.
Since we are serving all of our greatest need students, we intend to serve non-struggling learners with the rest of our ESS money.	Any ESS funds not needed for struggling learners should be returned to the district to be reallocated to schools that need the money.
RED FLAGS	Problem

<p>We can't really focus on individual goals for our ESS kids; there are too many students with different needs.</p>	<p>ESS teachers may need additional training in organization and management of an ESS classroom. The students won't be appropriately served if ESS doesn't focus on their needs.</p>
<p>We filled the extra slots for the summer on a first come, first serve basis because we couldn't get enough students to attend who really needed the program.</p>	<p>Summer programs should be discontinued or reduced in size/scope if it is not reaching the students who really need the program. The money should be re-directed to other ESS programs.</p>
<p>Our students <i>can</i> come to summer school for two weeks, and get their grades raised from failing to passing in up-to four content areas.</p>	<p>ESS should not be used for social promotion. Social promotion often leads to students being promoted without the skills they need to succeed at the next level.</p>
<p>We have a wonderful jumpstart program for ninth graders before school starts. The students and parents attend an orientation that gives the students a chance to find their lockers, get their books, and meet some of their teachers.</p>	<p>This is not an ESS program and should not be funded by ESS. A jumpstart program that focuses on learning needs of identified ESS students can be an effective use of ESS funds. Such programs are much more than just orientation to school.</p>
<p>Our ESS program provides sites for students to complete their homework. Teachers walk around and answer questions if needed.</p>	<p>The ESS classrooms should be active teaching centers, not just homework stops. One teacher could handle a homework room and the other teachers could be actively engaged with teaching.</p>
<p>Many students arrive on an early bus. Our librarian is paid by ESS to supervise them until school starts. They can work on homework.</p>	<p>Students should be receiving direct instruction and services to help him master goals set for him in the program (in any ESS program).</p>
<p>We send referrals to the home of struggling learners, but they aren't returned. So we serve those students who will attend.</p>	<p>The school should find out why the referrals are not returned. Perhaps transportation is needed. The school is obligated to remove barriers that keep struggling learners from getting help in an ESS program. This could be an equity issue.</p>
<p>Our ESS program just isn't working! The kids don't seem to be performing any better.</p>	<p>The staff should review the program. What is going on in the program? Are the teachers designing instruction around specific goal needs of the students? Are ESS teachers aware of ways to manage the program? Are class sizes too large to address the individual needs? Is more training needed? Are kids staying in the program too long? What is needed to make the program successful?</p>

What Are Some Look-Fors in an ESS Classroom?

What are students doing?	What are ESS teachers doing?
<ul style="list-style-type: none"> • Working in a reasonable size group with the teacher or other instructor • Studying content that is relevant to the goals that have been set <i>for</i> the student. • Participating in an active learning activity related to his/her goals • Using textbooks and computers as part of many resources; using manipulatives in relevant ways. • Applying the content to real-life situations to gain better understanding of concepts. • Working in groups with the same learning goals to solve problems and gain understanding. • Interacting with each other on relevant work, as well as working independently. • Demonstrating on-task behaviors that are relevant to their goals • Telling you their reasons for being in ESS and if the program is helping them to meet their goals 	<ul style="list-style-type: none"> • Actively guiding students to explore multiple ideas and concepts; challenging students to think deeply. • Moving around the room to keep everyone engaged in productive work. • Overseeing the work of peer tutors and/or other instructors. • Working with small groups on specific content related to their goals. • Bringing a variety of learning resources related to the students' goals into the classroom. • Modifying instruction on a regular basis to ensure that the students are learning the concepts. • Continually collaborating with the referring teacher to determine if the students are improving in the goals that were set for the regular classroom. • Using active and varied teaching strategies to engage the students. • Using real-life examples of a concept to enable the students to understand it better. • Encouraging the students to raise and discuss questions or concepts they don't understand. • Keeping the program relevant to the needs of the students who have been referred. • Telling you the academic goals on which the students are working and how the work in ESS correlates with regular classroom requirements.

Excerpts from the Innovation Component Configuration (ICC) Map for Extended School Services (ESS)

The following descriptions are adapted *from* the ICC Map as originally developed for the Kentucky Institute for Education Research (KIER). The description under each selected category represents the “best practice” for full implementation. Schools were requested to review these sections of the ICC map to determine “Concerns” or “Anticipated Changes” for the 1997 ESS Promising Practices Book.

ICC Category	Fully Implemented	Partially Implemented	Not Implemented As Yet
<p>District-wide ESS Program Planning (2 items)</p> <p>(a) All stakeholders (parents, students, teachers, principals, SBDM councils) collaborate to determine the services to be offered at each school, schedules for services, transportation needs, professional development needs and other.</p> <p>(b) Schools and districts make extensive use of all school and student data to identify instructional needs of the students. Parents, students, and teachers are regularly surveyed to identify program needs. Student achievement in the regular classroom forms the basis for evaluation of the effectiveness of the ESS program.</p>			
<p>Student Eligibility (2 items)</p> <p>(a) Students are referred by a teacher, parent, or student and are placed in ESS based on the greatest need according to daily performance in the classroom. KCCT scores are at times considered as well. Students enter ESS as need becomes evident according to the student selection priorities set by the school. They exit when clearly identified goals are met.</p> <p>(b) The referring teacher identifies the goals for each individual student prior to entry into ESS. Ongoing evaluation occurs throughout the provision of ESS so that students exit when goals are met.</p>			

<p>School Level Program Design (6 items)</p> <p>(a) The school uses maximum flexibility in scheduling ESS with a variety of program models to meet student needs. Parents' wishes are considered in determining the best schedules. School faculties (extracurricular) collaborate with ESS to ensure that students can attend ESS as needed.</p> <p>(b) ESS teachers are chosen first by their area of expertise and their ability to work with diverse learners. The ESS programs uses peer or cross-age tutors to expand learning opportunities for the students. ESS classes have an appropriate student/teacher ratio based on the content needs of the students.</p> <p>(c) The ESS program is fully structured with all students actively engaged in appropriate learning activities. Referring teachers collaborate with the ESS teachers to determine instructional plan for the students. ESS teachers use varied sources of information to plan instruction. Daily plans are developed for each class.</p> <p>(d) Within the classroom, students are grouped in ways that their individual goals can be met i.e., content areas, developmental levels, skill needs. Staffing (teachers, peer tutors, aides, volunteers) patterns ensure that the students receive timely assistance and appropriate instruction to meet their goals.</p> <p>(e) Students have a variety of materials, computer programs, books, manipulatives and discovery items available for use; these items are carefully researched and selected to complement the regular classroom program and to help the student to better understand concepts and gain skills; independent seatwork is interesting, non-repetitive and directly related to the goals established for the students. Seatwork is kept to a minimum.</p> <p>(f) Diverse instructional delivery systems are evident. To maintain high levels of learning, the teacher makes use of a variety of approaches including small group instruction, peer tutoring, computer-assisted instruction, re-teaching, authentic learning activities, and others. There is a consistent use of best practices and maximal use of support staff.</p>			
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**PROGRAM EVALUATION
CONSIDERATIONS**

- * Ongoing but summarized annually.
- * Consider as many indicators as possible that identify the level of success achieved by the students.
- * Consider both formative evaluation and summative evaluation.

Formative and Summative Evaluations

- Formative evaluation can involve pencil-and-paper ratings of the effectiveness, interviews to ascertain levels of understanding and satisfaction, and less direct measures such as content analysis of news stories, letters to the editor, or parent/student comments.
- Summative evaluation will tend to be “criterion referenced”; that is, the objectives identified in the School Improvement Plan will be stated in terms of measurable outcomes. The evaluation will simply report the extent to which each measurable outcome actually was attained.

CAUTION Avoid simplistic measurements of complex outcomes. Used without other indicators, a score on a typical standardized test of reading will not be an adequate measure of improved reading skills. For example, a more complete (portfolio) approach might report on changes in reading taste, out-of-school reading habits, and frequency of use of library materials.

ESS Program Reviews

These individuals should be involved in periodic conversations about the effectiveness of the ESS program in the school/district

Parents
 Students
 ESS Teachers
 Regular Classroom Teachers
 Administrators
 School Personnel
 Central Office Staff

These program elements should be the subject of review.

Program Development
 Eligibility Guidelines
 Communication and Collaboration
 Instructional Design
 Record Keeping
 Financial Records
 Evaluation Procedures

Tips for the ESS Teacher

THINGS YOU CAN DO:

1. Pay for expenses related to parent meetings (refreshments, materials)
2. Purchase materials for... (a lending library, hands-on materials)
3. Pay regular classroom teachers for collaborative planning time (within reason)
4. Implement flexible ESS schedules (i.e. Schedule extra ESS sessions at the secondary level around grading periods.
5. Phase students out of ESS as goals are reached (i.e. Students attending for homework help need to be taught independence and responsibility and gradually phased out when possible)
6. Team teach (to serve more students)

THINGS YOU CAN CHANGE:

1. The Referral Form (expand it, make it clearer, make it fit your program needs)
2. Schedule of ESS sessions (according to changes in student needs)
3. Structure & content of ESS sessions (grouping of students according to common skill needs; use of alternative strategies for teaching skills)
4. Management of ESS session time (dividing the hour into smaller blocks of time, i.e. homework 10 min., small group instruction 40 min, computer lab, 10 minutes, etc.
5. Communication strategies (use of collaboration forms for teachers; announcements in faculty meetings; use of brochures, newsletters, etc.)

Daytime
ESS
Waiver

~ Section 6 ~

Daytime ESS Waiver

704 KAR 3:390.Extended School Services.

Section 7. Waiver for Alternative Service Delivery. The commissioner of education may consider a request for a waiver to operate a program during the school day or to use an alternative delivery format. A request for a waiver shall include:

- (1) A rationale describing why a daytime program is needed in addition to the regular extended school services program, including specific data and documentation on previous efforts to serve individual students during the regular extended-school program.
- (2) A description of the instructional program that meets the criteria established in Section 2 of this administrative regulation and includes a schedule that ensures each participating student receives additional instructional time during the school day without missing instruction in the same or other assessed content area. The regular program teacher in collaboration with the teacher delivering extended school services shall set measurable goals and objectives for student and teacher performance, including formal and informal assessments that extend beyond classroom grades and CATS scores;
- (3) A description of the student selection process that meets the criteria in Sections 2 and 3 of this administrative regulation;
- (4) Detailed, accurate budget using correct MUNIS codes. A person compensated with ESS funds shall devote his or her time to delivering ESS services during the time period for which he or she is being compensated with ESS funds; and
- (5) Specific information related to program evaluation described in Section 6 of this administrative regulation. It shall include a continuous monitoring and evaluation plan to ensure the needs of individual learners are met.

To find the complete regulations for ESS, go to KDE home page, go to search box in the top right hand corner and type in "ESS." When the search results load, you will find a link for statute and regulations.

NOTE: A proposed change was made to the application requirements in October 2008 that would allow the school to house this information in their CSIP and notify the KDE ESS program consultants of the link to that CSIP in order for the program to be approved. We will let the districts know if, and when, this change is accepted and made into state law.

Waiver Guidelines

Rationale:

- Why is a daytime program needed in addition to your regular ESS program?
- What has been done to get the targeted students to attend the regular ESS program?
- What core content area(s) will be targeted for the daytime program?
- How will students be identified for the daytime ESS program? -

Description:

- How will the targeted students be scheduled to receive additional instruction?
- What will the other students be doing while the ESS students are receiving additional instruction? (How is this additional instruction?)
- How many total students will be in the program and how many students will the ESS teacher work with during each class?
- How will the teachers be selected?

Evaluation:

- What types of pre and post assessments will be used to measure student progress?
- How will the teacher know when the student(s) have reached their goals and are ready to be phased out of the program?
- What kind of data analysis will be available to send to KDE with the program evaluations that are due on June 30th?

Budget:

- Did you use the budget sheet provided on our web site?
- Did you use the correct MUNIS codes?
- Did you budget money for both the daytime program and other ESS services?

Daytime Extended School Services Program Regulation and Procedure Highlights

The Kentucky Board of Education approved the final version of the Daytime Extended Schools Services Program regulation and moved it to the next phase of the legislative process. At the same time, the Board highlighted particular areas for consideration in the waiver process. Their recommendations in those areas are as follows:

Rationale

Districts/Schools must:

- Identify students who will be served by the daytime program (number of students, content area(s), etc.) These students must be identified in the waiver application.
- Provide data and documentation to support the need for a daytime program (data must be very concrete and could include letters, surveys, documentation of attempts to have identified students served by the regular ESS program, etc.).
- Explain rationale why a daytime program is needed in addition to the regular ESS program.

Description of Program

Districts/Schools must:

- Provide a complete description of the daytime model, including the structure of the program, instructional strategies that will be used, etc. (How will the daytime program be different other than scheduling?)
- Explain completely how the daytime program would supplement and support student learning and not supplant other instructional time. A detailed schedule should be included in the application.
- Describe methods used to identify students for service in the daytime program (what assessments or diagnostic tools are used, what referral methods are utilized, etc).
- Describe the teacher selection process to identify teachers who will deliver extended school services during the day.
- Set measurable goals and objectives for student and teacher performance.
- Offer the daytime program in conjunction and collaboration with the regular ESS program.
- Describe how the program will provide additional instructional time to meet the needs of students who are having difficulty in one or more content areas.

Evaluation

Districts/Schools must:

- Develop a continuous monitoring and evaluation plan for the daytime program and the extended time programs to ensure the needs of individual learners are being met.
- Support the daytime program within the Comprehensive District Improvement Plan and ensure that applying schools support the daytime program within the Comprehensive School Improvement Plan.
- Maintain the integrity of the Extended School Services Program within the daytime program.

Budget Explanation

Districts/Schools must:

- Provide a budget that shows daytime budget and regular ESS budget
- Use the appropriate ESS MUNIS codes
- Fund daytime ESS teachers/aides for extra time they work with students, without supplanting their regular salary
- Adhere to all fiscal requirements for ESS funds
- Maintain adequate ESS funds for the regular ESS program

Directions for Submitting Request

Requests for waivers consist of a narrative application, any supporting documentation, a cover page, and an assurances and certification page. A checklist to guide the narrative request, a cover page and an assurances page are included in this packet.

Requests for waivers will be reviewed to ensure alignment to ESS statute and regulations and the specific recommendations made by the Kentucky Board of Education.

Waivers will be granted on a year-to-year basis, with districts or schools reporting progress on individual student goals as the basis for continuation.

Waiver requests should be sent to: April Pieper, Division of Secondary and Virtual Learning, Kentucky Department of Education, Capital Plaza Tower, 19th floor, 500 Mero Street, Frankfort, KY 40601

Budget and Technical

~ Section 7 ~

ESS Timelines

To be completed by **June 30th**

- Submission of Regular Year ESS Data via IC
- Program Report (projections for upcoming year)
- Daytime Waiver Evaluation Forms and Data (even if the program is not being continued)

The Program Summary Report and Daytime Waiver Evaluation form can be found on the ESS webpage. Go to the [KDE website](#) and, using the search box in the upper right hand corner, type in ESS. From the search results, select the link for Extended School Services, which will take you to the main ESS page. The waiver evaluation form can be found on the ESS homepage as well.

To be completed by **August 31st**

- Submission of Summer Data via STI

Completed on **September 30th**

- ESS funds encumbered

Carryover spent by December 31st.

***ESS Daytime Waivers may be submitted at any time.**

NOTE: It is also our intent by school year 2009-2010 to have online versions of all ESS related documents so that districts no longer need to download and mail and/or fax documents. We anticipate this process to be much quicker for submission and approval.

ESS Ideas in Times of Budget Crisis

KDE Secondary Branch has made note of district and school concerns regarding budgetary demands. This article is intended to address some budgetary suggestions that you might wish to consider in designing/planning/implementing your programs.

- First, it may be helpful to note that ESS funding of this nature is somewhat flexible in the amounts you dedicate to after school and daytime programs.
- Title 1 funds could be utilized for ESS programs. ESS is an intervention strategy and can be a solution for achievement gaps that may exist. You could consult with your Title 1 Coordinator for a better idea of monies.
- The FRYSC coordinator could also be a valuable resource. If they do not have funds they can donate to your programs, they may have an idea for volunteers that could assist your program.
- Some school districts are offering teachers a bonus sum of money to tutor during their planning periods and to complete their lesson planning before or after school with principal approval.
- You might also consider utilizing your volunteer pool for daytime programs. A dedicated volunteer can be a very valuable resource.
 - Grandparents make excellent, knowledgeable volunteers. The AARP is encouraging retired individuals to stay involved in their communities, and they have created a branch program involving local retired educators' associations. [NRTA's With Our Youth! program](#) helps adults respond to the needs of school children and the broader community. Through partnerships, volunteers serve in a range of roles from helping high school students prepare for writing exams to providing school supplies. The NRTA Educator Support Network, recently launched nationwide, is another community service initiative which enables retired educators to mentor and support beginning teachers in the classroom. They are even compiling a lesson plan bank to help teachers in the classroom.
 - Retired teachers are an invaluable resource in the classroom. Brainstorm a list of top notch teachers who have retired and utilize these individuals for your students. You might contact local retired teachers' associations for help enlisting volunteers.
 - Parents can also be a valuable resource. Try contacting your school PTO or PTA for help. There are great examples of how schools are using parent and community volunteers- [how one school utilized parents](#).
 - Many KY counties have a program called [RSVP \(Retired Senior Volunteer Program\)](#) that may be able to assist. RSVP has many incentives within their program (for example, they pay their volunteers mileage) to encourage seniors to get active in their community.
 - You may also contact local business; some businesses will give their employees time off to volunteer in non-profit and educational settings for a few hours a week, or a month.
 - Also, business CEOs who want to connect with their community might also be willing to volunteer if they know there is a need.

- You may also want to contact your local high school(s) and colleges. National Honor Society or Beta Club members could assist with before or after school programs. Some high schools operate Junior Achievement, Future Teachers of America organizations, and/or Cadet Teaching programs. High school and college students with an interest in education could be a valuable resource as well.
- [The Kentucky Coalition of School Volunteers](#) is an excellent resource for helping your school, or school district, recruit and train volunteers. They also provide opportunities for you to recognize outstanding volunteers.
- Some churches are also more than willing to help if they know there is a need.
- Students, such as those in your high school honor societies, can be utilized to help tutor other students. It is both a cost-efficient and program-effective way to lower the student-instructor ratio. The tutors should be trained and supervised by certified staff members. Caution: There are labor laws to be considered. For example, students under 14 years of age may not receive cash payment for work. Staff from the Labor Cabinet provided the age restrictions information. It is recommended that you check with the Cabinet or your local labor office for other important restrictions.
- Look for grants that might fund your programs. There is a great deal of money out there for educational causes.
 - Dollar General's community grants program provides support for non-profit organizations committed to the advancement of literacy, drop out prevention and character education. Check out their corporate website for more information.
 - Toyota Family Literacy grants. For more information- Organizations based in states where Toyota has plants (Indiana, Kentucky and West Virginia) should contact: Toyota Motor Manufacturing North America, Inc. 25 Atlantic Ave. Mail Code EA-NA Erlanger, KY 41018.
- Program Ideas in Use in KY- these programs are being used in some schools-
 - For English/Literacy ESS options: Read Naturally, Scholastic Read 180, SRI (School Reading Intervention), Literacy First Intensive Reading and Content Area Reading, the Fast Forward program, Riverdeep Comprehension Program, PAL Elementary, and Great Leaps.
 - For Math: Success Maker Math, Math Voyager, Everyday Math, and Number Worlds.
 - For General Content: Study Island, Talents Unlimited, Thoughtful Ed strategies
 - For Credit Recovery: PLATO, KVHS, Novell Stars, Compass Learning

DISTRICT: _____

ESS Program

ESS Grants FY 20 _____

Total: _____

MUNIS codes	Activity	Budget:
117 0130	Clerks, secretaries, bookkeepers	
117 0112	Central Office ESS Coordinator, (based on a percentage of person's regular salary)	
117 0113	Central Office ESS Coordinator, (based on number of extended hours worked in ESS)	
117 0531	Postage	
117 0580	Administrative Travel	
117 0610	Administrative Supplies	
117 0550	Printing and Publishing	
<i>Above codes limited to 5% of total allocation.</i>		
077 0113	Principal/Asst. Principal, extended time	
118 0113	Certified Supervisors, extended time	
118 0110 D	Certified Teachers base salary, Daytime only	
118 0113	Certified teachers, extended time	
118 0113 D	Certified teachers, daytime	
059 0113	Librarians, extended time	
031 0113	Guidance, extended time	
118 0113	ESS Building Coordinators, extended time	
118 0120	Substitute teachers, extended time	
118 0120 D*	Substitute teachers, daytime	
077 0130	Secretaries, clerical assistants, extended time	
118 0130	Teachers' aides, extended time	
118 0130 D*	Teachers' aides, daytime	
118 0140	Classified overtime	
118 0115 (Payment based on standard district policy)	Non-teaching activity, e.g., professional development or staff training	
118 0810	Dues and Registration Fees	
118 0896	Student / Peer Tutors, extended time	
118 0896 D*	Student/Peer Tutors, daytime	
118 0322	Educational consultant, Non-LEA	
118 0335	Contract services <i>(must identify)</i>	
118 0645	Audio-visual	
118 0646	Tests (must be justified)	
118 0643	Supplementary books	
118 0651	Software	
118 0610	Teaching supplies	
	<i>Computer hardware, capital outlay, and equipment not approvable expenditures</i>	
	D* Must be fully supported in application for daytime waiver	

118 0580	Instructional travel	
118 0616	Snacks, maximum \$1 per student	
118 0674	Awards, incentives,	
118 0894	Field trips, limited to 2% of total allocation including transportation.	
092 0130	Bus Drivers	
092 0514	Contract busing	
092 0513	Public Conveyance	
092 0626	Gasoline @ \$2.60 max. per. mile	
092 0627	Diesel fuel, @\$2.60 max. per. mile	
092 0894	Driver / Gasoline, field trips	
087 0130	Custodians	
087 0622	Electricity	
087 0411	Water and Sewage	
087 0610	Custodial supplies	
<i>Total of previous 4 codes limited to 3% of total allocation & for summer only</i>	<i>Pro-rating may be necessary if other programs operate at the same time</i>	
0221	FICA, 6.2%	
0222	Medicare, 1.45%	
0232	County Retirement, matching	
0260	Workman's comp.	
0251	Unemployment Insurance, State	
0253	Unemployment Insurance, KSBA	
	Total ESS Expenditures	

Quarterly MUNIS Reporting of ESS Expenditures (Grant 120X)

Sequence:

- 1. Project 12
- 2. Object 11

**ESS Program Projection Report (one per district)
School Year 2019-2020**

District:	ESS Allotment from KDE (before any flex): \$
Budgets for ESS (after flex): Regular Term: \$	Summer Term: \$
The district mandates attendance to ESS (select one): <input type="checkbox"/> Yes <input type="checkbox"/> No	

Extended Time Schedule	Transportation Provided (yes, no, or partial)	Projected # of Students to Serve	Grades to Serve, e.g., P-6	Projected # of Classified Staff	Projected # of Student Tutors	#s of Certified Staff
July/Aug. Summer 2018						
After School**						
Before School**						
Daytime Waiver**						
Evening**						
Saturday**						
Intersession**						
June-Sept. Summer 2019						

**These extended schedules (after school, before school, daytime waiver, Saturday, evening, and intersession) are included in the regular school term.

Provide the names of all schools/sites. Remember, by state law, every school must offer ESS- so I should have some record of each school. If you have combined school programs, please note that. If you flex all ESS and provide funding through some other source, note that as well. Check (X) the operating schedules for each. All schools utilizing a daytime waiver must also offer ESS services during out of school time.

School or Site Name. e.g., Merry Community Center, Happy Elem. School, (All schools in the district must be listed. Please include alternative programs.)	July/Aug. Summer 2019 (Jump Start Program)	After School **	Before School **	Daytime Waiver ***	Evening **	Saturday **	Intersession **	June – Sept. Summer 2020	ESS Funds- Allotment to Each Site

Use other pages as needed in order to include all schools or sites with ESS-funded programs.

FUNDS AVAILABLE FROM JULY 1, 2019 – SEPTEMBER 30, 2020. This program report is a compilation of ESS programs being planned in the schools and/or other sites within the school district. **This report must be submitted by June 30, 2019.**

Peer Tutoring

~ Section 8 ~

INTRODUCTION

The following document is designed for teachers who are interested in setting up and implementing a structured peer or cross-age tutoring program. Descriptions and guidelines in this manual may also benefit ESS teachers who are already utilizing peer tutors in their program but wish to provide additional training for student tutors prior to their involvement in the program.

“The peer tutor *is not a free resource. It takes time to select, train, monitor and evaluate* the tutor and learner. This requires the teacher’s time and energy.” *Gerber & Kauffman (1981)*

What is peer tutoring?

Peer tutoring is cooperation between two or more students, where one individual imparts knowledge to the other(s) or assists in practice activities that increase skill competence.

This can occur between students of the same age or grade (*same age tutoring*) or between students of different ages or grades (*cross-age tutoring*).

ESS requires structured tutoring that refers to specific plans for tutoring sessions which reflect student needs. These plans are in place prior to the actual tutoring session. Teachers *provide guidance* for peer tutors, guide the process, and include frequent feedback/evaluation as tutors work with targeted students.

- ✓ **STEP 1**
Analyze the specific needs of the students referred to ESS. Determine if the assistance of a peer or cross-age tutor would be beneficial to the student’s academic progress.
- ✓ **STEP 2**
Notify classroom teachers of the need and ask for recommendation of students who have mastered certain specific skills, who are dependable and relate well to other students. (*A discussion with faculty during a faculty meeting regarding selection of appropriate tutors is recommended.*)
This is a critical step in the success of the tutoring program. Wrong choices can defeat the cause!
- ✓ **STEP 3**
Allow selected students to fill out an application. (*See sample on following page.*) When final selections are made, have students sign a contract. (*see sample*) Plan the training session for the identified tutors. (*More tutors may be identified than can be used initially, but extra tutors can assist at a later time*) Schedule the training session with the potential tutors.

Important considerations before tutoring begins

SCHEDULES

Establishing schedules for peer tutors will depend on the individual program needs and the tutor's schedules. When times tutors can assist are determined, inform the tutor's classroom teacher(s) and anyone else responsible for the tutor.

Time sheets need to be designed for record keeping, especially if the student tutor is being paid by ESS funds.

SESSION LOCATION

Location of the tutoring session depends on local school facilities & needs. If the tutor is working in a one-on-one situation, a place with few distractions is best.

TIME

Most ESS sessions are one hour in length for after school programs and around 30 minutes for before school sessions. The tutor will need to be prepared to make the most of the time allotted. Materials for tutoring should be easily accessible.

STRUCTURE

Whenever possible, time should be scheduled when the tutor can meet with the ESS teacher a few minutes before the session begins if new assignments need to be explained.

MATERIALS

For younger students, it is helpful to provide a pocket folder for students work samples. Tutors need to know where other materials, equipment, computer lab, etc. is located so time will not be wasted searching for things.

MANAGEMENT TIPS

- Monitor the tutor's interaction with the student being tutored.
Model appropriate techniques, such as positive corrective feedback, when appropriate.
- Take time to reinforce the efforts of the peer tutor. *This is very important to keep the tutor motivated.*
- Plan occasional "peer tutor get-togethers" where questions can be asked and answered. This sharing time will reinforce the tutor and can be a valuable learning experience as well. You may wish to teach them a new technique to use or talk about ways they can improve their teaching/interaction. A pizza party for jobs well done is a favorite event in peer tutor programs across the state.

Characteristics of Good Tutors

A Good tutor:

- is reliable
- helps students feel good about themselves
- prepares instructional materials oriented toward students' interests
- is flexible
- respects the rights of school personnel (the support teacher)
- respects confidential information about students and schools

A Successful tutor:

- likes to work with other students
- takes their tutoring job seriously
- are on time
- tries not to miss a session
- comes prepared
- knows how to encourage and motivate others to do their best break the task down into small steps when necessary
- praises good efforts and progress
- keeps records of progress and share them with the student
- is successful students themselves
- does their homework
- tries to always do their best at school

Preparing for and
Assisting In Tutoring Sessions

BEFORE the First Session

<p>Know <i>where</i> you will be tutoring</p>	<p><i>A comfortable arrangement is usually a table or desk that allows you to sit beside the student. This conveys the impression that you want to work with him/her. Make sure the work space is free of clutter and in a place where there are not a lot of distractions.</i></p>
<p>Know <i>what</i> you will be working on with the student</p> <p>Be sure you understand the task or skill(s)</p> <p>Read directions carefully</p>	<p>Talk with the student’s teacher to find out what specific task or skill you need to tutor</p>
<p>THINK about different <i>teaching methods</i> you can use.</p>	<p>ASK YOURSELF: What exactly does the student need to accomplish today?</p> <p>TEACHING METHODS from which to choose might include:</p> <ol style="list-style-type: none"> 1. Use the student’s hobby or interest to present an idea, skill, or practice game. 2. Model (demonstrate) how to correctly complete a task or solve a problem. <p>EXAMPLE:</p> <ol style="list-style-type: none"> a. Say out loud what you are doing as the student watches. b. If the task/problem is difficult, break It down into small steps. c. Let the student practice one step at a time until he can do that step without your help. d. Use questions or statements to guide the learner’s thinking in solving problems or discovering concepts. ie. Show me how you solve this problem. What is the first thing you do to find the answer?

Sample ESS Programs

~ Section 9 ~

SAMPLE FEATURES OF ESS PROGRAMS

ELEMENTARY

- ↳ Variety of class options, materials, & teaching strategies
- ↳ Hands-on, interactive learning activities
- ↳ On-going evaluation of student progress
- ↳ Individual student goals
- ↳ Parent Involvement (i.e. Parent Activity Nights)
- ↳ Innovative reading and writing activities
- ↳ Developmentally appropriate learning activities
- ↳ Technical Assistance Teams
- ↳ Newsletters to parents
- ↳ Peer Tutors

MIDDLE & HIGH SCHOOL

- ↳ Mentorships for ESS students
- ↳ Focus on interaction of social & academic needs of middle school students
- ↳ Different name for ESS sessions
- ↳ (*“Help Center,” “Academic Academy,” etc.*)
- ↳ Enriching, interesting academic content sessions
- ↳ Individual student conferencing
- ↳ Incentives for consistent attendance
- ↳ Direct instruction in content areas
- ↳ Opportunities for make-up work & course credit
- ↳ Parent, Student, Teacher Contracts

Sample Program Ideas From KY Schools and Districts

AFTER SCHOOL PROGRAMS

⚡ AFTER SCHOOL PROGRAM DESIGN 1

Best Practice: Recruitment of high school students & consistency of student attendance in ESS

ORGANIZATION:

- 👉 Close involvement of the school's guidance counselor
- 👉 Student grades monitored and attendance tracked daily
- 👉 Frequent & meaningful collaboration among involved personnel
- 👉 Frequent contact with parents

⚡ AFTER SCHOOL PROGRAM DESIGN 2

Best Practice: Collaboration with other resources; structured record keeping process; and good attendance of students.

DESCRIPTION:

- 👉 The guidance counselor facilitates the referral of students to ESS through knowledge of student records.
- 👉 Each building coordinator receives a notebook which outlines the ESS program and provides forms used in the program.
- 👉 The ESS programs offer direct instruction in core content areas of Math, English, Science, and Social Studies. In addition, homework assistance, a *writing* portfolio computer lab, and regular computer lab are available to students as needed.
- 👉 Daily attendance is kept by each teacher and phone contacts made by the building coordinator when referred students do not attend.
- 👉 To assist with improved attendance in ESS, the athletic coaches schedule practices so that at-risk students can attend ESS.
- 👉 Upward Bound and JROTC also schedule their programs to allow ESS students to attend the after school sessions.
- 👉 Student ESS records are kept in a cumulative folder which contains referral forms, parent permission forms, student goals, assignments, emergency information, and a log of parent contacts.

- 👉 The Youth Service Center, Special Education, and ESL programs collaborate with the ESS Coordinator to provide support services & integrate efforts.

🔧 AFTER SCHOOL PROGRAM DESIGN 3

Best Practice: A program with built-in flexibility that meets changing needs of students.

DESCRIPTION:

- 👉 This program is set up on a schedule of different classes with a built-in flexibility that can meet the changing needs of students.
- 👉 On designated ESS days, students go first to a central location where they pick up their individual folder. Folders are color coded for convenience and speed in helping students locate assigned classes for the afternoon.
- 👉 Student folders contain specific task assignments based on written objectives from the referral form or from the regular class teacher.
- 👉 The types of classes provided include: Computer Lab (science skills, writing portfolios, Math Mastery (hands-on activities & direct instruction), Study Skills (organization, time management, test preparation, reading strategies, etc.), and Homework Assistance

🔧 AFTER SCHOOL PROGRAM DESIGN 4

Best Practice: Adult mentors identified to encourage at-risk students

ORGANIZATION:

- 👉 Give your program a name- acronyms are great!
- 👉 Most at-risk students are identified
- 👉 Adult mentors invited from local businesses, school faculty, board office, etc.

ACTIVITIES:

- 👉 Mentors assigned one or two students
- 👉 Mentors establish relationship, give student support & encouragement
- 👉 May help with homework, may review for a test, may discuss career fields of interest, may engage in occasional recreational fun

8 AFTER SCHOOL PROGRAM DESIGN 5

Best Practice: A motivational approach to ESS through the idea of “clubs” which utilize interesting materials and methods to assist students in mastering academic skills.

DESCRIPTION:

- ☞ In this High School, the ESS sessions are built around the “club” idea to stimulate student interest, while at the same time making an impact on academic achievement.
- ☞ The activities are designed to improve writing and math skills, which were the schools two areas of weakness.
- ☞ Student academic needs are identified by the regular class teacher and recorded in specific terms on the referral form. Individual students are then invited to a “club” that meets for one hour after school two days a week. All club activities relate to the regular class curriculum, but the approach is creative
- ☞ Examples of clubs are:
 - Mega-byte Club (writing at the computer)
 - Student Handbook Club - creating the handbook for next year
 - Math Newsletter Club
 - Environmental Club
 - Marketing Club
 - Cookbook Club

AFTER SCHOOL PROGRAM DESIGN 6

Best Practice: Success in student recruitment and maintaining student attendance

Description:

- ☞ The key to the success of this program is involvement of the school’s guidance counselor, who works closely with ESS teachers to recruit students eligible for ESS and takes a major role in maintaining student attendance in the program.
- ☞ Student grades and attendance are tracked through the computer system and serves as a basis for consistent parent contacts.
- ☞ Collaboration among involved personnel is frequent, which is critical to the success of consistent attendance by students.
- ☞ This ESS program emphasizes re-teaching, grouping by goals, parent contacts and a Second Chance Saturday program.
- ☞ This ESS program is composed of a variety of models and uses cross- age & peer tutors to serve diverse needs of students.

JUMP START PROGRAMS

JUMP START PROGRAMS

Best Practice: Students identified as academically at risk have an opportunity to get a head start on the next grade level (especially transition years) through fun, hands-on activities

STRUCTURE:

- Give the program a name other than ESS (i.e. Team 100, Jump Start Academy, etc)
- Students identified “at risk,” and referred by previous grade teachers
- Program scheduled for 3 days a week before school starts
- Session scheduled for 9:00 - 2:30

SPECIAL FEATURES:

- Activities could be designed to build leadership skills, teach problem-solving techniques, devise “academic” survival tips and techniques
- Fun activities that strengthen academic skills
- Orientation to the Ninth Grade School
- Prizes & snacks provided

MISCELLANEOUS PROGRAMS

ADOPT A CHILD WEEK

Best Practice: A program designed to mentor at risk students by having school employees (not just teachers) “adopt” them.

DESCRIPTION:

- 👉 The Counseling Office, the YSC, the PTA or some other school entity sponsors the Adopt a Student program.
- 👉 The goal of the program is to help a child find success at school.

SOME GUIDELINES FOR ADOPT-A-CHILD SPONSORS:

- Please do not advertise to your student or to his/her parents that you are “adopting” or mentoring the student. We don’t want the student to feel labeled or singled out, nor do we want to set up any real or imagined expectations that may or may not be met. The purpose of the program is to offer our at-risk

- 9th and 10th graders a person who will take a special, personal interest in them and their success at school.
- Try to make some kind of contact with your student at least once a week.
 - Once a month, I will send you a checklist on which you are to log the contacts you have made with your student. Please complete and return each checklist to me by the 1st of each month.
 - You will have available an assortment of cards (birthday, get well, sympathy, postcards, note cards, holiday greetings, etc.) that you may use for Adopt-A-Child. (We will also deliver and/or mail these for you if you would like us to.) We also will have some incentives (various school supplies, candy bars, etc.) available if you wish occasionally to treat or reward your student.
 - You may do some of these things anonymously if you wish, or we'll help you send a card or care package from a "secret pal."

AFTER SCHOOL! SUMMER SCHOOL! OR SATURDAY SCHOOL

Best Practice: Provides students the opportunity to receive instruction and individual help from teachers and/or peer tutors in subject areas of need.

DESCRIPTION:

- ↳ ESS is taught on Tuesday through Friday mornings from 7:20 to 8:20 and on Monday through Thursday from 3:40 4:40. Teachers for different subjects are available on different days. Honor students are also available to help in the program.
- ↳ *Saturday School*, which runs from 8:00 - 12:00 noon, begins the second full week of school. These sessions are referred to as "Contract for Credit." During the second semester, Saturday School can be used to complete certain classes which were failed the first semester at a minimum grade percentage of 60%. Credit is obtained by successfully completing a contract that is worked out with the regular class teacher. Students must attend consistently and meet expectations to receive credit for a course.
- ↳ *Summer School* is designed to offer students opportunity to complete failed work from the second semester. Again, the student signs a contract and completes assigned work to receive credit. The purpose of the contract is to acknowledge work successfully completed by the student during the spring Semester and for an opportunity to have a second chance to earn a passing grade.

Contract for Credit

Best Practice: Provides students the opportunity to receive instruction and individual help from teachers and/or peer tutors in subject areas of need.

PROCEDURES:

- ☞ Identify students who failed & need the credit for graduation
- ☞ Select students for referral to summer school who have at least a 60% grade average. *(Typically, students are referred who have failed a semester class in English, Math, Science, or Social Studies).*
- ☞ Outline the requirements for summer school and be sure the students understand conditions for attending and completing the summer session. *(Summer sessions usually last 5-6 weeks. Students attend till their assigned work is completed. Some may complete the work in less than 5-6 wks.)*
- ☞ Have the student(s) sign a “contract for Credit” which states that all the assigned work must be successfully completed and all rules followed in order to receive course credit.
- ☞ Contact the students’ parents (by letter and/or phone) to explain the need for their child to attend summer school and the conditions for attending. Have, the parent(s) also sign the contract.
- ☞ Ask the student’s regular classroom teachers to describe exactly what each referred student is required to complete in order to complete the course that was failed.
- ☞ Have in place a procedure for judging the completeness and quality of the student’s work.
- ☞ If and “I” (Incomplete) was recorded on the student’s records at the end of the spring semester, a final grade can be assigned when the assigned work is completed and meets requirements outlined by the regular class teacher.

Questions And Answers

~ Section 10 ~

General Questions...
Student Related...
School Level...
Certification...
Coordination with other funding programs...
Funding/Budget...

ESS Questions and Answers

A. GENERAL QUESTIONS

1. What is ESS?

As part of the Kentucky Education Reform Act (KERA), the legislature provided special funds to every school district to operate a new intervention program called Extended School Services, or ESS. This program allows schools to schedule extra instruction time for students who may need help with school work. ESS does not interfere with regular classes because it is provided outside normal school hours. ESS classes can be scheduled before school, after school, in the evenings, on Saturdays, during Intercessions, and/or in the summer. Many school districts offer a multi-faceted program that includes summer school and regular year programs. There is also a process for applying for a daytime ESS waiver. Services provided through the daytime program may not interfere with the regular classroom instruction that students receive. Services may be provided during enrichment time, during independent practice, etc.

2. How is Extended School Services (ESS) different from after school tutoring models which were in place before the Kentucky Education Reform Act (KERA)?

ESS is different in that each school district is mandated to provide additional instructional time (beyond the regular school thy, week, or year) for students who are not meeting expected learning goals. In keeping with the promise that all students can learn at high levels, ESS provides funding which districts are to use to assist students in meeting their learning goals. ESS allows for early intervention in helping students understand key concepts and thus may spare students from an “at risk” label.

3. How is the amount of funds determined for each school district? To each school?

Each year, school districts are notified of the funds that they are eligible to receive based on a formula that considers both average daily attendance and needs factors (economic deprivation rate, dropout rate, and cognitive index).

At this time, the method to allocate funds to individual schools is determined by the district’s Central Office and is described in the district’s application for funds. KDE provides several funding formulas for use by district Central Offices to determine each school’s funding within the district. The district’s Central Office may devise other local formulas that are applied consistently to all schools within the district.

4. ESS is a categorical-funded program. Is ESS also a “separate” program?

No, ESS is not a separate or “stand-alone” program! It is an extension of the regular classroom program and thus is an integral part of the schools’ total instructional program. The ESS statute (KRS 158.070) speaks of “continuing education,” meaning that the instruction is a continuation of the regular classroom program. In regulation (704 KAR 3:390) the words “continuing education” were changed to Extended School Services (ESS).

As continuing instruction, ESS cannot be used as a substitute or replacement program. For example, a high school student could not drop a class during the day and take that same class for credit in an evening ESS program.

5. ESS is a categorically funded program. Does it have a role in the school's instructional program? Should it be considered extra-curricular? Separate?

It is a part of the school's instructional program and therefore is not a separate program. (See question number 4 in this section.)

6. Must a district provide ESS in every school?

Yes. That is the requirement of the law. However, for some program components, in some districts, it might be more cost-effective for more than one school to jointly provide services at one location (i.e., summer school). At this time, it appears that most schools are providing ESS on-site during the regular school term.

7. If a district does not have enough ESS funds to fully support a summer program for all students who need it, may the district charge tuition with a graduated payment for those students whose parents could not afford to pay full or partial tuition?

No, the ESS regulation states, "Local school boards shall approve procedures whereby pupils who have a greater need as determined by eligibility criteria shall be selected first to receive extended school services." Therefore, a district could not implement a procedure as described in the question if sufficient funds were not available for all the students. Instead, the district would identify those students in greater need in terms of meeting their learning goals. These students would be served free of charge with ESS funds. Once all ESS funds were depleted, the district could charge tuition for students with lesser needs. Title I may be another source of funds for Title I-eligible students.

8. Does that mean that schools may not offer any type of tuition program or locally supported program in the summer?

No, tuition programs and locally supported programs are still offered by local school districts for many purposes, such as enrichment and driver's training. Such programs are not within the purview of ESS.

9. How should a school evaluate the effectiveness of its ESS program? How often should this occur?

The principal and/or building level coordinator should regularly monitor the progress of students who attend ESS. This should include discussion with regular teachers, the review of grade cards during each reporting period, and the regularity of attendance in ESS. If students are not showing progress in the regular classroom after attending ESS over a period of time, the program should be quickly evaluated for effectiveness. Changes should be made as needed to provide a program which is effective.

Principals or representatives should also monitor attendance to ESS classrooms on a

regular basis. ESS classes with consistently poor attendance should be reviewed for need and to determine if the class should be ended or replaced.

Students and parents can be surveyed on a regular basis about the effectiveness of the ESS program. Modifications should be made as problems are identified or as needs change.

Continuous assessment data and KIRIS data are also sources of evaluation information.

10. Is there a required student-teacher ratio for ESS?

ESS policy considers a reasonable ratio to be:

- a. A ratio of 6-8 ESS students per instructor when small group instruction or one-to-one attention is needed. Such instances occur when students need a great deal of individual attention to meet specific academic goals, i.e., understanding concepts. Note: This ratio may be too high if working with students with severe difficulties.
 - b. The ratio should be greater, i.e., 15 to 1, when students are primarily working on their own to complete homework or projects, i.e., computer labs.
- Every district should have a uniform policy which indicates the minimal number of students required for each ESS teacher. Each school principal should routinely monitor the school's ESS program to determine if there is adequate student attendance to warrant the number of ESS teachers employed. Keeping a reasonable student/instructor ratio allows for cost effectiveness in meeting the needs of the students. (Keep in mind, "instructor" also refers to other assistants and are considered within the ratio, i.e., peer tutor / instructional assistants.)

11. Are districts required to provide transportation for ESS students?

Though transportation for ESS students is not specifically required, 704 KAR 3:390, Section 3 (5) states: "Local school boards shall approve and disseminate procedures whereby pupils who have greater need as determined by eligibility criteria shall be referred and selected first to receive extended school services. Such procedures shall not exclude students who have greater academic need from referral or selection for extended school services due to the inability of the parent or student to provide transportation." Districts should make every effort to ensure that those students with greater need for ESS should have transportation if a lack of transportation would make the program inaccessible to them.

12. If a district operates ESS busses, under what circumstances may other non-ESS students ride the bus? Must there be pro-rating?

House Bill 468 (1992) states: "If a local school district uses funds from Extended School Services program to provide transportation services, students not enrolled in the Extended School Services program may use these services provided their use does not increase the cost of providing transportation."

Each superintendent is required to sign an Assurance (ESS application) indicating compliance with the above requirement if non-ESS students ride an ESS bus. Pro-rating would only be required if the cost of providing ESS transportation would be increased (i.e., increased mileage costs and/or increased driver's hours).

13. What are criteria for the selection of a District ESS Coordinator? What are the responsibilities of this Coordinator?

Minimally, a District ESS Coordinator should:

- a. Be a Central Office employee of the district.
- b. Have appropriate professional credentials and experience for overseeing an instructional program as Extended School Services.
- c. Work well with school personnel and parents.

The responsibilities of the ESS Coordinator should include, but not be limited to:

- 1. Overseeing the district-wide ESS program.
- 2. Keeping the Superintendent and Board apprised of the needs of the program within the district.
- 3. Meeting with School Councils and District Personnel to discuss the ESS Program and to keep them apprised of parameters and opportunities of the program.
- 4. Visiting all ESS classrooms periodically to ascertain effectiveness and needs.
- 5. Developing the district's annual application in coordination with the staff and/or the Council from each school.
- 6. Keeping up-to-date on ESS regulations, policies, and related KDE regulations.
- 7. Monitoring the expenditure of ESS funds to ensure effective and efficient use.
- 8. Monitoring the effectiveness of the instructional program provided to each ESS student.
- 9. Responding to the needs of ESS teachers for professional development, i.e., effective ESS instructional models.
- 10. Ensuring that required reports and data are submitted to KDE in a timely manner.
- 11. Working with other Central Office Administrators to ensure appropriate and cost-effective services for ESS students, i.e., Director of Transportation.

Note: Any pay that the District ESS Coordinator receives for ESS responsibilities should be coded in the 1 00 codes for administration.

14. In what ways can a school principal be paid for work in ESS?

School principals may be paid for direct services to ESS. Some examples of direct services are:

- a. Periodic observations and evaluation of ESS teachers/classrooms.
- b. Presentations at ESS Parent Open House.

However, school principals cannot receive payment from ESS simply because they are in the building during ESS times.

Note: My ESS salary for principals must be reported under the financial code for Principal. As required for all ESS-paid staff, written logs must be kept documenting the actual work hours.

B. STUDENT-RELATED QUESTIONS

1. What ages of students may be served by ESS?

704 KAR 3:390 states that “Extended School Services shall be provided to eligible students who are in the first year of the primary program through the twelfth grade.” Since most districts do not receive adequate ESS funds to serve every eligible student, the regulation also requires that the district identify and serve those students in the greatest academic need first. Districts may use various means to identify such students, including grades in subject areas, continuous assessment, and KCCT results. As an intervention tool, teachers should be aware of any change in the student’s achievement, even daily work, which might signify that ESS is needed.

2. Can kindergarten students be served by ESS during the regular school day if the ESS program takes place during the half-day the student is not attending the regular kindergarten program?

Yes, such a program could be provided for kindergarten students who have been specifically identified as needing additional instructional time to achieve developmental goals. Such a program might be scheduled for one or two afternoons a week with a small student/teacher ratio. However, ESS funds cannot be used for an extended kindergarten program that operates for a partial day five days a week.

3. Does a student need to be a full-time student to qualify for ESS?

Yes, if the student is not full-time, he could receive additional assistance by becoming a full-time student. ESS provides additional time, not substitute time. (The exception to this question would be the half day kindergarten issue. Please see question #2 in this section for more information.)

4. Can a student take a “make-up” class during the regular school day and attend an elective class after hours provided with ESS funds?

No, the elective class would constitute substitute/replacement time.

5. May a district serve students from another district in their ESS program?

Yes, under the same type of negotiated agreement that would be used for regular day programs. Districts can also cooperate to provide such services, such as in a summer school program.

6. In the summer, how many hours of instruction is required for a student to receive a credit?

a. A student must receive a minimum of 120 hours to receive a full credit if a school is following the Carnegie Unit system. With performance based credit, however, this is not absolutely necessary.

b. Students who received an “incomplete” at the end of the school term are not required to complete a specified number of hours. Instead, they must successfully complete specific coursework from the regular curriculum which was pre-determined by the student’s regular teacher. The student must also receive a passing grade in any final tests required of all students taking the course in the regular classroom.

Note: In each of the above situations, a certified teacher in the appropriate major or minor specialization/grade level is required.

7. Are school districts required to mandate attendance to ESS and therefore develop a policy for it?

No, KRS 158.070 and 704 KAR 3:390 only enable a school district to mandate attendance if it so desires. No policy is needed if a district chooses not to mandate attendance to ESS programs.

Any district opting to mandate attendance must fully define the parameters of the requirement within the policy.

- Specifically describe students mandated to attend the program, i.e., students who are failing.
- Provide requirements for attendance, i.e., will they be required to attend every day that ESS is scheduled or otherwise?
- Describe arrangements for transportation.
- Provide criteria for exiting the ESS program.
- List exceptions to the policy.
- Provide for other considerations, i.e., only one student needing a particular program.

8. Can a district mandate attendance of an ESS student on the basis of excessive absences from the regular school day program?

No, poor attendance in the regular school day program is not an acceptable criteria for ESS selection and therefore could not “in and of itself” be used as a criteria for mandating attendance.

9. Districts may mandate that students attend ESS. Is it okay for a district to require a student to attend ESS because he has missed 10 days of school?

No, a student can’t be assigned to ESS only because he’s missed days of school.

10. Must such a policy mandating attendance to ESS be approved by the local school board? Must the policy be sent to KDE?

Yes, the ESS statute and regulation require that the policy be approved by the local school board. It also requires that KDE receive a copy of any such policy. It may be included with the district's annual application for ESS funds.

11. Is it acceptable in an ESS classroom, *for the teacher to work with only 2-3 students on a regular basis?* Explain.

Districts should have a policy to handle this determined by the needs of the student. It would make sense, for example, if the teacher only has 2-3 students because these are very low functioning students who require continuous one-on-one attention. However, if the teacher only has 2-3 students but 10 more are eligible for that session and never attend, there might be a need to reassign the staffing allotment.

12. If a student needs to repeat a failed class (i.e. Geometry) in the summer, can he be given a full credit if the school is only offering a 60 hour course in geometry?

This depends on if the school is utilizing performance based credit or observing the 120 hour Carnegie Unit rule.

C. SCHOOL LEVEL/SCHOOL COUNCIL QUESTIONS

1. Is the hiring of ESS personnel at the school level subject to consultation with the school council prior to completing the hiring process?

There are two issues involved in this question.

a. ESS is a valuable component of the school's total instructional program and is thus subject to the statute on School-Based Decision Making (SBDM), KRS 160.345 states: "From a list of applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies after consultation with the school council." ESS positions are not required to be posted for 30 days when there are qualified applicants within the district.

b. The employment of ESS personnel must be conducted in compliance with the above statute. In addition, 704 KAR 3:390, Section 5, requires districts to use fair and equitable criteria for selecting ESS staff. These criteria are described in the district's application for ESS funds. The criteria is to be designed by the district in a way to ensure that qualified staff are employed in ESS and that no one has an unfair advantage in receiving the extra duty. OAG 95-10 allows boards of education to adopt objective criteria that would apply to applicants for a vacancy including ESS positions.

2. If a school has a school council, should the school council have a voice in hiring ESS personnel in the school?

Yes. See question 1a in this section.

3. A statute requires that teachers receive notice by May 15 of each year when they will have a reduction in pay for the following school year. Does this apply to ESS

teachers also?

ESS teachers and staff are employed in relationship to specific numbers of students needing instruction in various subject areas/curricula. Student needs may vary annually and even monthly. Therefore, ESS teachers/staff cannot be guaranteed regular employment by ESS. Potential candidates should be made aware of this fact when they apply and are employed for ESS. A statement to this effect could be added to any ESS vacancy listings and ESS staff could be notified routinely before May 15 of each year.

4. Does a district or school need to notify ESS teachers by May 15 that they may not be teaching in ESS the next year?

It's probably a good idea to circumvent possible problems.

5. May a school council develop policies which mandate student attendance to ESS?

No. KRS 158.070 allows only the district school board to develop such a policy. Such policy must specifically identify those students who are mandated to attend and any exceptions to this.

6. An ESS teacher has no students in attendance for a particular session. Should the teacher remain and be paid?

A school council should insure that an ESS teacher would have a reasonable number of students in attendance at all times. Continued low attendance in an ESS classroom might signify a need for a modified program or fewer teachers.

7. Could a school council elect not to provide ESS?

It appears that it could not since KRS 158.070 states that schools shall provide such services for students who fail to achieve the required outcomes. A council could conceivably elect not to use ESS funds and provide the services some other way; however, this would not appear to be feasible given the cost of providing the program. In the area of ESS cooperation on a district-wide basis would be beneficial.

8. Who should the regular classroom teacher be referring for ESS?

The ESS regulation indicates that school districts will select students to be served in ESS (a) who have been retained or are at risk of being retained in a class or grade or of failing to graduate on time, (b) to sustain student's present level of performance to prevent them from falling behind, and (c) to close the achievement gap of low-performing students so that they will perform successfully in the instructional program appropriate to their age ranges. Students who are performing at the novice or apprentice level (as measured by KCCT and continuous assessment instruments) are eligible for ESS. Early intervention is a key principle of ESS.

9. What kinds of support are available for teachers through ESS and how can they be accessed?

ESS funds are used to support teachers and schools in many ways. Additional funds are available to provide meaningful professional development opportunities for ESS teachers

to help them work with students of varying needs. Some funds (up to 10% of the allocation) are available to purchase instructional materials that are challenging and fun, i.e., math manipulatives. Field trips (up to 2% of the allocation) can be budgeted to provide experiential learning opportunities. Student incentives can be purchased (snacks) to encourage student participation. Ask your ESS Coordinator or your principal what is available in your school.

D. CERTIFICATION AND COMPENSATION QUESTIONS

1. Are there regulatory requirements related to personnel qualification for ESS assignment?

Regulation 704 KAR 3:390, Section 2 (4) states, “Teachers providing instruction in extended school programs which are offered for academic credit for purposes of promotion or graduation shall meet the same professional qualifications as teachers who are employed in the regular school program.”

If the extended school services instruction program is for the purpose of promotion of the student or to grant academic credit, the teacher must hold a Kentucky teaching certificate valid for the grade level of the assignment and in the case of middle school and high school, the appropriate specialization (major/minor/area)--refer to the Kentucky Program of Studies.

2. Must an ESS instructor have specific teacher certification in all areas of assistance to the students if the circumstances in the above question do not apply?

No, specific (major/minor/area) teacher certification is not required for such tutoring assignments. However, it is imperative that the tutor have the expertise and skills necessary for the assignment.

3. How should ESS teachers be selected?

The Kentucky Department of Education (KDE) recommends that teachers are selected who have the expertise to help students participating in the program. It is also helpful if the teacher has experience in working with students of diverse needs. In addition, teachers must have the appropriate certification if they are working with students who attend ESS to gain credit hours to be promoted.

4. What are KDE policies which govern compensation of ESS staff?

There are two major policies which govern the compensation:

- a. The maximum salary for any ESS staff cannot exceed the amount (computed hourly rate) assigned to the position of duty during the regular school day as determined by the district salary schedule for such position. At the same time, many districts pay ESS teachers a flat rate, between \$15-\$20 per hour, which is less than their regular hourly rate. This is acceptable practice.
- b. Accurate time logs are maintained for personnel receiving salary for ESS. Such salary is for extended working hours beyond their regular work day, work week, or work year and is for direct services to the ESS program. ESS funds cannot be used to replace extended employment funds.

5. Can a fully certified person teach ESS and receive the regular ESS teacher’s hourly rate if they are employed as an instructional aide during the regular school day?

Yes, unless the district has an opposing policy. ESS salaries are based on the “position” being filled.

6. Can a teacher intern be employed as a teacher in an ESS summer school program?

Yes, under the following conditions:

- a. The individual is holding a statement of eligibility for whom an internship can be established for an ESS summer school assignment.
- b. The assignment must be for at least one-half day.
- c. The assignment must be appropriate to the preparation of the intern.
- d. The intern’s teaching assignment is to be extended through the fall semester of the academic year to ensure the statutory requirement.
- e. The school district will have an eligible resource teacher available, and designate an eligible principal to be assigned to the intern’s committee for the summer assignment.

7. May an intern teacher teach in other ESS components, such as after school or Saturday? If an intern teacher works in ESS, does he or she receive the same hourly salary as other ESS teachers?

Yes, if the intern teacher is employed during the regular school day in an assignment that matches his or her certification and requirements for internship, the teacher may also accept ESS teaching assignments.

Based on KDE policy, an intern who has been employed by a local school district as an eligible candidate for certification receives a salary based on a first year teaching salary (Rank III). Such an intern should receive an hourly rate for ESS based on the district’s Rank III salary schedule or the district’s salary rate for ESS teachers, whichever is less.

8. Can the district obtain an emergency certificate for an ESS teaching assignment?

Yes, however this will require the school district to declare that a fully certified teacher is not available and the applicant has a bachelor’s degree with a GPA of 2.50. The Emergency Certificate, form TC-4, should be filed with the Division of Teacher Education and Certification prior to the beginning date of employment. (The effective date of the certificate is the day of receipt by KDE.) The application should show the duration of employment so that a certificate issued for a summer school assignment may extend beyond the usual expiration date of June 30.

9. If a person has a “statement of eligibility” but has not established an internship with a school district, can that person be employed as a teacher in ESS?

The person is not considered a Rank III teacher until an internship is established and therefore could not be employed and paid a teacher’s salary in ESS.

10. Can a district pay a teacher’s hourly rate to a person who wants to teach in ESS? This person has graduated with a BA in education and has a statement of eligibility but has not gone through an internship as yet.

No, the person isn't considered a teacher without the internship experience.

11. Is a district required to pay sick leave for personnel employed in ESS when they miss school because of illness?

Sick leave is determined by district policy and usually districts do not pay sick leave for personnel employed in extended time services. If the district does choose to pay sick leave under these circumstances, it would have to pay for it with non-ESS funds. ESS funds are for direct services to students only.

12. Our ESS teachers want to be paid time-and-a-half for working in ESS because it is beyond their work day. Can we do this?

No, they can't be paid a higher hourly rate than they receive during the regular school day in a similar position. (See question 4 a in this section.)

13. An ESS bus driver was sick for a few days. When she returned, she asked to be paid for sick leave from ESS as well as for her regular route. Is this okay?

No, ESS pays for direct services only.

14. Working in an ESS program at times causes a classified employee to exceed forty (40) hours per week, leading to overtime. Can a school district use ESS funds to pay for such overtime?

A classified employee cannot be denied overtime pay when he/she works 40 hours per week for the "same employer." It doesn't matter that the staff member may have one or more separate posted jobs. The issue is the "same employer."

The Ky Dept of Education encourages every district to employ staff or set schedules in such a way that classified staff employees do not work over 40 hours per week. Many districts already do this in different ways, e.g. rotating the days a classified person works in ESS among several employees.

Beyond this, the department suggests the following options that may be chosen by school districts:

- * The district may cover all overtime costs with non-ESS dollars.
- * The district may cover any hours over 40 hours with ESS funds as long as it doesn't exceed the actual number of hours worked in ESS (the total hours cannot include any extracurricular hours worked by the person, e.g., driving the PEP bus).
- * The district may pro-rate the costs of the overtime with ESS funds paying its share.

As always, logs of hours/jobs worked in ESS are required for all ESS staff. It is even more important to keep specific records for those classified staff that may receive overtime pay with ESS funds. The department will closely monitor this.

The department encourages each district to use a reasonable method to handle the issue of overtime pay for classified staff in a way to ensure that services to students are affected minimally. Careful employment policies and planning should keep this to a minimum.

E. COORDINATION WITH OTHER FUNDING PROGRAMS

1. May ESS funds be used to meet federal and state requirements (707 KAR 1:230, Section 10) to provide summer school for severely disabled students who regress significantly during the summer months? These are students commonly known as Extended School Year (ESY) students.

Yes, ESS funds are one source of funds which could be used to provide a summer program for these students. Other sources of funds are SEEK and Part B Handicapped funds. Contact your local director of Special Education for more information.

2. May ESS funds be used to provide “related services” for special education children?

Yes, ESS funds are one source of funds which could be used for related services which MUST continue in an extended time program. However, the related service(s) must also be provided during the student’s regular classroom program in order to be provided with ESS funds. Again, other sources of funds are SEEK and Part B Handicapped funds.

3. How may ESS be coordinated with other “additional time” services such as Title I, JTPA -sponsored summer programs, migrant programs, and special education programs?

JTPA-sponsored summer programs usually provide for students who receive remedial services and also engage in some type of work. If the students are normally full-time students of the school district, the district has two options: (1) the remedial services could be provided with the district’s ESS funds, (2) the district could permit the JTPA-sponsored students to attend an existing ESS Program by pro-rating the salary of the instructional personnel between ESS and JTPA.

Title I services must be in addition to those services which the school district is required by state law and regulation to provide. Both Title I and ESS require that those students most in need be selected first. If the most needy students are selected for ESS, then Title I- eligible students who would not otherwise be served because of limited ESS funds could be served by Title I. However, all ESS funds must be committed before Title I funds can be used.

Title I could provide additional supplemental services to Title I- eligible students who also receive ESS. For example, if ESS will be providing “tutoring,” Title I may fund counseling or additional tutoring for the Title I- eligible students if the ESS program is operated like a regular Title I program. Contact your local director of Title I for more information.

Migrant Student Services - Students who have been certified as migrants, i.e., their parents frequently move across state or county lines in search of work in agriculture or forestry may need ESS in addition to a special migrant program. The migrant program provides

advocacy type services during the regular school year. Tutoring or other educational services are provided only in the summer. These students may benefit from ESS during the regular school year on the same basis as any other student. In addition, some migrant students who need summer instruction may not be receiving it because of lack of migrant funds. They could be served in ESS summer programs when available.

Students who receive special education are eligible to be served in ESS. The program may be structured in such a way that the services needed by the student, as indicated in the individual Education Program (IEP), are continued in ESS.

At the same time, many special education students are served in ESS and their IEPs may not specifically reflect such services. They receive ESS as any other student, not as a special education student. These are usually students with mild to moderate education disabilities (see questions 1 and 2 in this section for additional information about special education).

4. Do districts have to service children in A5 or A6 schools with ESS funds/programs?

Yes. ESS programs are to be offered to all students in the district who qualify for ESS services based on the district's qualifying standards.

F. FUNDING-BUDGET QUESTIONS

1. How may the central office and the local board go about allotting funds to each school or School-Based Decision Making Council, (SBDM)?

KDE provides various allocation formulas for use at districts to determine each school's funding level. Central office administrators and the local board may use other methods to determine the amount that each school will receive based on a local formula that is applied, consistently to all schools within the district. Obviously, there are some funds which can be reserved at the central office level for district-wide needs such as administrative costs, transportation, and professional development.

2. If a district allots specific ESS funds to each school, how will the district go about developing the ESS application and reporting the expenditures of the funds?

Based on the district's ESS allocation, the school district is responsible to submit an annual application and budget for ESS funds, budgetary amendments as needed, and quarterly reports (or completed DTP section) of all expenditures. This responsibility would not change. The district would simply report the collected plans/expenditures for each school in a total district application or district transformation plan. This is more fully discussed in the "District and School Transformation Guidebook". The district would continue to be responsible for ensuring that each school understands and abides by the statutory/regulatory requirements of the program.

3. May ESS funds be used to provide meals such as breakfast and lunch?

No, a district should work with its School Food Director to provide meal programs during the regular school term or in the summer program. There are several options that are available. Early discussion with the director is of great importance.

ESS funds may be used to purchase snacks during any school term. Such costs may not exceed \$1.00 per student per day. Charges for each snack may not exceed the actual cost to the district or school. Coordination with the School Food Director often allows more cost-efficiency in the purchase of nutritious snacks.

4. Our Principal says that we can't provide snacks for our ESS students any longer because of some state law about tangible incentives. Is he right?

No, this law only pertains to students who are mandated to attend school. If an ESS student attends voluntarily, the school may provide tangible incentives, i.e., snacks.

5. What is the legality of providing tangible incentives for students with ESS funds?

State law, KRS 150.0 10, does not allow for state tax dollars to be used to purchase tangible incentives, i.e., t-shirts, parties, for students who are mandated to attend school by statute or in accordance with regulatory authority, be it in the summer or the regular school term. Therefore, if a local school board developed a policy in accordance with 704 KAR 3:390, Section 3 (2) to require specific students to attend ESS, these students cannot be the recipients of tangible incentives which are purchased with state tax dollars, i.e., ESS funds. Non-tax dollars would have to be used for such incentives, i.e., donations from local businesses, PTA.

Districts may use a reasonable amount of ESS funds to purchase tangible incentives for ESS students who are not mandated to attend the program. These incentives are often used to encourage attendance and should have a strong instructional purpose. Some tangible incentives are limited by budget requirements, i.e., the costs of field trips are limited to 2% of the districts total allocation. Under no circumstances can an ESS student receive a cash payment to participate in the program.

6. May ESS funds be used to pay students to work with or tutor their peers or younger children outside of the regular school hours? Are there labor laws to be considered in this arrangement?

The Secondary Branch encourages that funds be used in this way. It is both a cost-efficient and program-effective way to lower the student-instructor ratio. The tutors should be trained and supervised by certified staff members. (It is recommended that the district operate such a service in a way that will be of academic and/or social value to both the student-tutor and the student-being-tutored.)

There are labor laws to be considered. For example, students under 14 years of age may not receive cash payment for-work. (Staff from the Labor Cabinet provided the age restrictions information. It is recommended that you check with the Cabinet or your local labor office for other important restrictions.

7. May expenditures, i.e., transportation costs, be stock-piled and charged to ESS at the end of the fiscal year?

No, all costs must be charged to ESS within the fiscal period (quarter) which the services were delivered. Such costs must be reflected in the appropriate quarterly report for that period in order to receive payment through ESS. Any stock-piled charges will be denied and could result in a loss of funds to the district.

8. A finance officer has decided to wait until the end of the school year to charge transportation for ESS to the ESS budget. Does this matter?

Yes, it matters. All expenditures must be charged to ESS in the quarter in which the services were delivered. They cannot be stockpiled and charged at the end of the year. (Please refer to question 7 in this section.)

9. Can non-ESS students ride the ESS bus?

Yes, as long as it doesn't increase the cost to ESS.

10. If a district decides to charge tuition because it doesn't have enough ESS funds to serve all students who need or want to attend summer school, can the district charge tuition with a graduated payment for those students who can't afford to pay a full or partial tuition?

No, a district must first serve free-of-charge those children who have been determined in greatest need according to district-set priorities. If funds are still available, children of lower priority may be served next free-of charge. When all ESS funds are expended in such a fashion, a district may then go to a tuition program as it desires to serve other students.

11. If the IEP for a special education child requires that the student attend summer school and the district enrolls him in an ESS summer program, must ESS pay for physical therapy for the student when he didn't receive it in his regular program?

No, ESS can only pay for additional services. If a student has not received the service in his or her regular program, then it can not be provided in the ESS program with ESS funds (even if it is on the IEP!).

Sample Forms

Referral

The type of referral form is not necessarily as important as the fact that you do use one to identify and track students for your ESS program.

The referral form should originate from the classroom teacher, a counselor, a parent and/or the student themselves- someone who knows the student and realizes that student is in need of extended services in order to be targeted achievement goals.

Copies of the referral form should be given to the referring teacher, the parents/guardians, the ESS instructor and the building level coordinator. The district level coordinator may request a copy of the referral as well.

~ APPENDIX A ~

Extended School Service Referral for Services

Student: _____
Referring Teacher: _____
Grade: ____ Subject(s): _____
ESS Teacher: _____
Referral Date: _____ Entry Date: _____

REASON FOR REFERRAL: (Check all that apply)

- ___ does not understand concepts, needs direct instruction as specified below
- ___ needs more time to complete class work or project
- ___ needs to prepare for a test
- ___ low grades, risk of failing class
- ___ OTHER: _____

SPECIFIC CONTENT AREA OF NEED

Recommended assistance should identify specific content student needs assistance with.

___ English/Language Arts
Recommended assistance: _____

___ Mathematics
Recommended assistance _____

___ Science
Recommended assistance: _____

___ Social Studies
Recommended assistance: _____

___ Arts/Humanities/Practical Living
Recommended assistance: _____

___ Other
Recommended assistance: _____

OTHER NEEDS/COMMENTS:

~ APPENDIX B ~

EXTENDED SCHOOLS SERVICES INDIVIDUAL STUDENT PLAN AN
R Referral and Monitoring

Date of Referral: _____

Student's Name: _____

Date Student Began Program: _____ Grade Level (K-12) _____

Name of Teacher Making Referral: _____

Name of ESS Instructor: _____

CONTENT AREA

- English/Reading
- Mathematics
- Social Studies/History
- Science
- Writing
- Arts & Humanities
- Other: _____

SELECTION CRITERIA

- At Risk
- Low Subject Area Grades
- In Danger of Being Retained
- In Danger of Failing to Graduate
- Low Standard Assessment Scores in Subject Area
- Teacher identified area of weakness or specific need to maintain achievement level expected by the class or grade level

PERFORMANCE MOST NEEDING ASSISTANCE:

SPECIFIC ASSISTANCE RECOMMENDED

EVALUATION METHOD TO BE USED

STUDENT GOAL

PROGRESS STATUS (To be reviewed every quarter or semester, per school policy):

ACHIEVED OBJECTIVE

FAILED TO ACHIEVE OBJECTIVE

REFERRED FOR CONTINUAL ENROLLMENT IN ESS

NOTES FROM ESS TEACHER REGARDING PROGRESS STATUS:

Referring Teacher's Signature

ESS Teacher's Signature

~ APPENDIX C ~

EXTENDED SCHOOL SERVICES

Student Referral & Projected Goals

Student's Name: _____

Grade: _____

Referring Teacher: _____

Date of Entry: _____

Reason for Referral

- ___ Making low grades in key subject area(s)
- ___ Doesn't understand concepts/skills in subject area
- ___ Needs more time to complete work
- ___ Needs additional Time to learn skill/concept
- ___ Other: _____

Provide Any Helpful Hints in working with this student: learning style, physical/behavior characteristics, special interests, etc.

GOALS AND ACADEMIC EXPECTATIONS

<u>Academic Area</u>	<u>Present Grade</u>	<u>Target Grade</u>
___ Reading	_____	_____
___ Writing	_____	_____
___ Math	_____	_____
_____	_____	_____

ACADEMIC EXPECTATION GOALS: (state priority academic goals in measurable terms)

- 1.
- 2.
- 3.

NON-COGNITIVE GOALS: (EL attendance, motivation, self-image, independence, ability to work with others, etc.)

- 1.

2.

~ APPENDIX D ~

STUDENT REFERRAL AND ESS PLAN

Student: _____ Grade: _____ Subject: _____

Referring Teacher: _____

ESS Teacher: _____

Entry Date: _____ Exit Date: _____ Days Enrolled: _____ Days Present: _____

STUDENT INFORMATION

AREA(S) OF CONCERN: (Please check all that apply)

- lacks good study skills
- lacks basic skills/foundation in subject
- does not pay attention in class
- poor attendance
- poor attitude toward academics
- does poorly on tests (does well on daily work)
- risk of retention
- risk of failure to graduate
- does not adjust to the structured classroom setting
- does not complete assigned work
- needs help with large project/ project management
- student is falling behind; needs help to maintain pace
- student has been absent recently; needs assistance catching up
- does poorly on homework
- needs help with study skills/ organizational skills (underline which area)
- other: _____

LEARNNG STYLE: (Please check one)

The student learns best: audibly visually kinesthetically

OBJECTIVE(S)/GOAL(S): (Please list the objective(s)/goal(s) to be targeted and measured)

DESIRED LENGTH OF TERM FOR OBJECTIVE(S)/GOAL(S) TO BE MET:

~ APPENDIX E ~

REFERRAL FORM

Student: _____ Grade: _____ Subject: _____
 Referring Teacher: _____ ESS Teacher: _____
 Entry Date: _____ Exit Date: _____
 Days Enrolled: _____ Days Present: _____

REASON FOR REFERRAL: (Check all that apply)

- low grades in subject area(s)
- does not understand concepts/content
- extended time or additional assistance to complete class work or project
- student is falling behind; needs extra help to- maintain skills/grades
- student needs assistance reviewing material in order to retake test
- risk of retention - risk of course failure
- student needs help with organization and/or study skills
- Other: _____

SPECIFIC ACADEMIC SKILLS (that require additional instruction/time)

___ LANGUAGEARTS (Reading, Writing, Vocabulary)

- Reading Comprehension (getting main idea, drawing conclusions, understanding cause & effect, critical thinking, etc.)
- Reading Recall (recall of factual information; answering factual questions at end of content chapters or on tests)
- Vocabulary Skills (limited strategies for word attack; difficulty with content vocabulary)
- Literature Assignments (Describe: _____)
- Writing Skills/ Assignments:
 - Forming Sentences/ Paragraphs
 - Understanding Writing Process
 - Assistance with Portfolio Process
 - Writing Practice

___ MATH

- Basic computation, i.e multiplication facts, long division, etc.
- Identify: _____
- Fractions Percent Ratio
- Negative numbers Algebraic equations Algebra reading problems
- Geometry concepts Trigonometry
- Practical Math Application (i.e checkbook, budgets, etc.)
- Other: _____

___ SCIENCE

___ Scientific process

___ Science Content Vocabulary

___ Science Concepts

Identify: _____

___ Completing Science project(s)

___ Test make up

Other: _____

___ SOCIAL STUDIES

___ Complete reading/activities of S.S. chapter or unit

___ Social studies vocabulary

___ Content to be tested

___ Work on notebook, class notes, etc.

___ Complete project

Other: _____

___ OTHER SUBJECT AREA: _____

___ List specific concepts, skills, or assignments that require assistance:

Estimated time for task completion (number of days,): _____

Regular Class Teacher Signature: _____

Date: _____

ESS Teacher Signature: _____

Date: _____

COMMENTS:

~ APPENDIX F ~

Extended School Services
Referral and Monitoring Form

Student Name: _____

Grade: _____ Age: _____

Gender: _____ Ethnicity: _____

Person Making Referral: _____

Circle one: Before School	After School	Evening	Saturday	Daytime
---------------------------	--------------	---------	----------	---------

Transportation provided? _____

of days in ESS program _____ (at completion of program)

Write specific goal next to each content area which applies and record entry and exit achievement levels.

1. STUDENT'S ACHIEVEMENT

- A (Outstanding)
- B (Satisfactory)
- C (Improving)
- D (Needs Improvement)
- F (Unsatisfactory)

Achievement

	Goal	Entry	Exit
Reading			
Mathematics			
Written Language			
Science			
Social Studies			
Arts and Humanities			
Vocational Studies			
Practical Living			
Other (list)			

Check the other goals achieved by participation in ESS. Check all that apply:

_____ Graduated from High School

_____ Promoted to next grade level

_____ Improved attendance

_____ Increased Class Participation

_____ Completing More Homework

_____ Other: (explain):

~ APPENDIX G ~

~~THE~~TEACHER COLLABORATION TOOL

Extended School Services

Student: _____ Date: _____

Regular Classroom Teacher: _____

E5S Teacher: _____

TO BE FILLED OUT BY REFERRING TEACHER

Skill Area of Need:

CONTENT AREA(S): _____

Specific Problem in Area of Need: (Be as specific as possible, i.e. multiplication of fractions)

Materials to be Used: _____

Specific Instructions:

TO BE FILLED OUT BY THE ESS TEACHER

Student completed the above assignment: _____ Yes _____ No

COMMENTS:

~ APPENDIX I ~

STUDENT CONTRACT

In order to help me achieve my goals in school, my teacher _____,
has referred me for individual instruction and practice in _____.
(Content area)

My goal is _____
(Specific skill/concept to master)

Specific assignments I need to complete (make list below- can be completed by teacher and/or student):

I agree to regularly attend the ESS sessions in order to meet my goal(s) and improve my grades. I understand that if I need to miss a session for any reason, I need to let my ESS Teacher and my regular Teacher know.

ESS Schedule:

Day(s): _____ Time: _____

Student Signature: _____ Date: _____

Regular Teacher's Signature: _____ Date: _____

ESS Teacher's Signature: _____ Date: _____

~ APPENDIX J ~

GOAL SETTING

Name: _____ Class: _____

Write the goals you would like to set for yourself. Think about the steps you will need to take to reach each goal and write them under the goal. Keep this goal sheet in a place where you can refer to it each day. At the end of the week, check to see how successful you have been in meeting each goal.

GOAL 1: _____

Steps to reach Goal 1:

1. _____
2. _____
3. _____

GOAL 2:

Steps to reach Goal 2:

1. _____
2. _____
3. _____

GOAL 3:

Steps to reach Goal 3:

1. _____
2. _____
3. _____

GOAL 4:

Steps to reach Goal 4:

1. _____
2. _____
3. _____

~ APPENDIX K ~

STUDENT PROGRESS REPORT

Student: _____ Date: _____

ESS Teacher: _____

Referring Teacher: _____

Content Area/Subject: _____

Number Hours of ESS Attendance: _____

Content Area(s) of Focus: _____

Student's Working Goal:

Student Progress:

- ___ Has achieved goal(s)
- ___ Making progress: needs continued practice
- ___ Demonstrates ability to complete assignments independently
- ___ Has increased attention to tasks
- ___ Can perform the needed skill in regular classroom
- ___ Demonstrates improvement in self-confidence
- ___ Other observable improvements _____

TEACHER COMMENTS:

ESS Teacher Signature

Date

PARENT COMMENTS:

ESS Teacher Signature

Date

~ APPENDIX L ~

PROGRESS CHECK

(ESS and Regular classroom teachers meet to discuss progress and services still needed)

Date	Outcome of Collaboration

PARENT CONTACTS

Date	Reason for Contact/Outcome Notes

EXIT NOTES

REASON FOR RELEASE: _____

ESS Teacher Signature _____ Date _____

Building Coordinator Signature _____ Date _____

Please send this completed form to Building Coordinator when student is released; a copy should also be sent home to the parent.

~ APPENDIX N ~

Extended School Services Progress Report

Student's Name _____ Grade _____

Reporting period from _____ to _____

Student attended _____ days out of _____ possible.

Week Ending Date	Content Area	Performance

Performance Criteria:

1. Worked Cooperatively
2. Trouble Staying On Task
3. Needs Improvement
4. Off Task—Disturbed Others

Tutor's Comments:

Parent's Signature _____ Date _____

Parent's Comments:

GROUPING DECISIONS	PROGRAM DESIGN
<p> <input type="checkbox"/> Heterogeneous <input type="checkbox"/> Homogenous <input type="checkbox"/> Both # groups: _____ # students in each group: _____ # teachers needed: _____ # peer tutors: _____ # instructional assistants: _____ </p> <p style="text-align: center;">SCHEDULING DECISIONS</p> <p>Days of week:</p> <p>Time of day:</p> <p>Special sessions (as needed)</p>	<p> <input type="checkbox"/> Learning Centers/work stations for subject areas <input type="checkbox"/> Each ESS class with different focus, i.e. Math, Writing, etc. <input type="checkbox"/> Homogenous small groups, meeting simultaneously for skill/ concept instruction <input type="checkbox"/> Computer Lab(s) <input type="checkbox"/> ESS sessions built around “club” idea <input type="checkbox"/> Integrated units <input type="checkbox"/> Portfolio practice <input type="checkbox"/> Study Skills (organization, study tips, etc.) <input type="checkbox"/> Innovative, enriching activities (Describe) </p> <p>Other:</p>
INSTRUCTIONAL STRATEGIES for ESS Class Sessions	ESS ACTIVITIES
<p><i>Strategy</i> - a process or plan of action that facilitates learning</p> <p>EXAMPLES:</p> <p> <input type="checkbox"/> Direct Instruction (individual or small group) <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Multisensory approach <input type="checkbox"/> Computer software programs <input type="checkbox"/> Peer/cross-age tutoring <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discovery & high level thinking approach <input type="checkbox"/> Integrated Units (thematic learning) <input type="checkbox"/> “Learning how to learn” techniques: (i.e. Note Taking, Test Taking, Mapping, Scanning, Paraphrasing, Error Monitoring, Writing Process) <input type="checkbox"/> Behavior/Academic goal setting </p>	<p><i>Activity</i> - the actions or performances of students learning as he/she experiences learning.</p> <p>(List appropriate student activities that support the program design and selected strategies.)</p>

EVALUATION OF STUDENT PROGRESS	EVALUATION RESULTS
<p>How will student progress be measured?</p> <p> <input type="checkbox"/> report card grades <input type="checkbox"/> classroom teacher comments and/or behavior changes <input type="checkbox"/> parent(s) feedback <input type="checkbox"/> student reports and attitude and/or behavior changes <input type="checkbox"/> data on charts or contracts <input type="checkbox"/> Others: _____ </p>	<p>No. students improving in one or more grades: _____</p> <p>No. students achieving individual goals: _____</p> <p>No. students exiting from the program: _____</p> <p>Other significant outcomes:</p>
EVALUATION OF THE PROGRAM	WHAT THE EVALUATION RESULTS TELL US
<p>How will effectiveness of the program be determined?</p> <p> <input type="checkbox"/> Use of parent surveys <input type="checkbox"/> Use of teacher surveys <input type="checkbox"/> Use of student surveys <input type="checkbox"/> Increase in student grades <input type="checkbox"/> Records of students completing course/credits <input type="checkbox"/> Records of students passing to next grade <input type="checkbox"/> KIRIS scores <input type="checkbox"/> Other: _____ </p> <p>WHO will gather the data?</p> <p>WHO will analyze the data and report results?</p>	<p>(Describe the outcomes after data been analyzed)</p>
PLANS FOR PROGRAM IMPROVEMENT:	IMPROVEMENTS COMPLETED
	<p>Activity Date</p>

~ APPENDIX P ~

Sample Parent Notification

Dear Parents,

Your child, _____, has been selected to receive extended school services. This program is made available to students who need additional time to attain the educational goals that all students need in order to be successful in school.

Your child has been recommended for the following reason(s):

_____ He/she is at risk of failing in the key subject area(s) of: _____

_____ He/she needs credit in order to be promoted.

_____ He/she needs additional time to learn the content presented in the classroom.

An afternoon class will be held after school from 2:45 until 3:45 on Tuesdays, Wednesdays, and Thursdays. During the class your child will receive individual or small group instruction in the subject area(s) where there needs to be improvement.

Transportation will be provided by the late buses, or you may pick your child up if you wish.

Good behavior is a must for this program to be successful. Please stress this to your child as a requirement for those enrolled in the program.

You will be informed of your child's progress every three weeks. In addition, conferences will be scheduled throughout the year so you can learn more about your child's academic growth.

We are indeed fortunate to offer this excellent service at no charge to our students. We are not satisfied until all of our students are learning as well as they can. We know that you want the best for your child as well.

If you have any questions or concerns, please contact me at school. This program will work if we all work together with the common goal of helping our children be successful.

Sincerely,

ESS Coordinator

~ APPENDIX Q ~

Sample Parent Notification 2

Please sign and return this form.

Your child _____ will need to stay for Extended School Services on the following days/times:

Monday	Tuesday	Wednesday	Thursday	Friday

Indicate whether your child will:

- _____ ride the late bus home.
- _____ be picked up by parent/guardian.
- _____ **be picked up by someone other than parent or guardian.

** (If picked up by someone other than parent, provide driver’s license number. Remind designee they will need to show driver’s license before student will be released to them.)

Name of person picking up Driver’s license #

Parent/Guardian Signature Date

Phone where you can be reached in the afternoon: _____

Parental questions or concerns:

~ APPENDIX R ~

Sample Parent Input Contact

To: _____ (Parent or guardian)

Re: _____ (Child's Name)

Date: _____

Your input regarding the ESS services your child has been receiving is very important to us. Please take a few moments to complete this survey and return to the ESS teacher.

1. What are your child's learning goals? _____

2. Has participation in the extended school program helped your child? (please check "Yes" or "no" in the appropriate column)?

	Yes	No
In study habits?		
In motivation, eagerness to learn?		
In social development, working with others?		
In self acceptance, gaining self-confidence?		
In accepting a leadership role in school?		
Better grades?		
Meeting learning goals?		

Do you have any questions or concerns that you would like addressed at this time?

Parent Signature _____ Date _____

~ APPENDIX S ~

INDIVIDUAL TUTORING PLAN

Name of student _____ Grade _____

Referring Teacher _____

Reason for referral _____

Date of Entry _____

Content Area	Current status	Objective/Goal	Methodology	Day/time of sessions

Name of tutor: _____

Method of evaluating progress _____

Record of consultation with regular classroom teachers:

Subject	Name of regular classroom teacher	Date of conference	Topic discussed

~ APPENDIX T ~

ESS INDIVIDUAL STUDENT LEARNING PLAN

Student _____ Age _____

Grade _____ Regular Teacher(s) _____

Beginning Date of services _____

Goal (long range): _____

DATE COMPLETED

(ESS Teacher) Goal(s) or(short range):

_____ A. _____
 _____ B. _____
 _____ C. _____

ESS Regular Teacher Conference

	Subject	Grade Earned	Teacher	Topic Discussed	Date
1 st Semester					
2 nd Semester					
3 rd Semester					
4 th Semester					

Date of Program exit: _____

Reason for Exit:

Recommendations

_____ goal met

_____ re-enter program if needed

_____ withdrawn from school

_____ attend summer school

_____ other (explain)

_____ tutoring will be needed next school year

Attendance: _____ (Days present) out of _____ (Days Scheduled)

Was this student previously served by ESS? _____

~ APPENDIX U ~

DISTRICT NAME
 EXTENDED SCHOOL SERVICES
 Time Sheet

Employee Name _____ School _____

Check one: _____ Certified _____ Classified _____ Student/Peer tutor

Subject(s) taught _____

	Date	# of students	# of hours	Total Weekly Hours
M				
T				
W				
Th				
F				

Total Weekly Hours: _____

Total Hours/Two Weeks: _____

I hereby certify that the above is a correct statement of amount due from the above named Board of Education for articles furnished or services rendered as itemized.

Signature of Employee: _____ Date: _____

~ APPENDIX V ~

Tutor Contract

I agree to tutor under the supervision of a certified teacher one hour per day and up to three (3) days per week for a maximum number of ninety-seven (97) days this school year. I will arrive promptly after school in the teacher's room to which I have been assigned and be ready to start helping students. If no students report to that teacher's room for tutoring any day, the teacher and I will receive no compensation. If five (5) or fewer students report for help, only the teacher will receive compensation and I will be free to leave.

On the days that I tutor, I will record the time I arrive and the time I leave on a time sheet which the teacher will have in her/his room. On the last tutoring day of the calendar month, I will ask the teacher to give my time sheet along with hers/his to the principal.

For this service, I will receive _____ per hour. Payment will be received on the Fifteenth of each month, beginning October 15th, for the previous calendar month's time sheet.

I understand that this contract may be terminated by either party with a two weeks notice.

Student's Signature

Date

Building ESS Coordinator's Signature

Date

District ESS Coordinator's Signature

Date

Superintendent's Signature

Date

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