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ADAMS WELLS SPECIAL SERVICES COOPERATIVE

EXTENDED SCHOOL YEAR SERVICE (ESY) POLICY

Extended School Year (ESY) services are special education and related services that are provided to a student with a disability beyond the public agency's school calendar or instructional day, in accordance with the student's IEP and at no cost to the student and parent. ESY services must meet the standards of the Department of Education. Additionally, ESY services are for students who need the service in order to maintain skills or behaviors, rather than develop or enhance new skills and behaviors.

New goals and objectives are not usually added to the IEP unless they are necessary for maintenance of current skills and behaviors. ESY services are appropriate for students for whom the following conditions are applicable.

1. Regression/Recoupment

The student is expected to revert to a lower level functioning – evidenced by a measureable decrease in the level of behaviors or skills – as a result of an interruption in educational programming.

2. Break-through Learning Opportunity

The student is at a critical point of skill acquisition or readiness, and the student's ability to acquire the skill will be lost or greatly reduced as a result of an interruption of services.

3. Special Circumstances or Factors

Because the following list is not exhaustive, nor is it intended to be, the CCC should identify any other special circumstances or factors that are indicative of the student's need for ESY services.

- The degree, nature, or severity of the student's disability
- Behavioral or physical challenges
- The student's vocational needs
- The likelihood of a loss of independence from caretakers
- The likelihood of a more restrictive placement
- Interfering behavior
- The degree or rate of progress on annual goals

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EXTENDED SCHOOL YEAR SERVICES (ESY) PROCEDURE

Procedures:

1. The need for extended school year service will be determined on an individual basis. Not all students with a particular disability will need ESY services.
2. At the child's annual case review, extended school year services will be considered.
3. The case conference committee (CCC) must consider a student's need for ESY services based upon the child's IEP, individual needs, and the provision of a free and appropriate public education.
4. Consideration of a student's need for ESY services must include a variety of factors, such as:
 - a. Progress toward goals and objectives in the IEP
 - b. History of regression or lack of recoupment on a critical skill
 - c. Loss of independence from caretakers
 - d. Likelihood of a more restrictive placement
 - e. Break through learning opportunity
5. The case conference committee (CCC) must review and consider formal and informal data from a variety of sources. Examples of supporting documentation and information that the CCC may review include:
 - a. The student's current and previous IEPs
 - b. Progress reports on IEP goals
 - c. Report cards
 - d. Other reports, such as attendance, pre and post test data of student progress, observations and anecdotes of student's experience before and after interruptions in services
 - e. Behavior information (behavior plans, discipline reports, logs)
 - f. Information from parents or former teachers on student's maintenance of skill level, behaviors or effect of interruption of services
 - g. Observations by and opinions of educators, parents and others who work with the student
 - h. Test results including criterion referenced, curriculum based measurements and other assessments
6. The need for extended school year is reviewed annually.
7. Please use the consideration guide provided when considering ESY services and attach to IEP.
8. In case conferences when a recommendation for ESY has occurred, the goal/progress sheet must be completed and attached to the IEP. The TOR is responsible for providing the goal/progress sheet to the ESY instructor.

9. If ESY services are recommended, services must be documented in the ESY section or case conference notes of IEP (if ESY is documented in case conference notes, please write "please see case conference notes regarding ESY services" in the ESY section of the IEP. ESY services documented in the IEP must include:
 - a. Length
 - b. Frequency
 - c. Duration
 - d. Location of Service

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EXTENDED SCHOOL YEAR (ESY) CONSIDERATION GUIDE

Extended School Year (ESY) services are special education and related services that are provided to a student with a disability in excess of the standard school service and operating timeframe, as part of a free appropriate public education (FAPE) in accordance with the IEP.

ESY services are for students who need the service in order to *maintain current information, skills, or behaviors, rather than to develop or enhance new skills or behaviors*. The least restrictive environment (LRE) continues to be a requirement for ESY services. Consideration of ESY services must be made in a timely manner to ensure that appropriate arrangements may be made by all parties involved.

The Case Conference Committee must review current IEP goals and objectives against the following criteria:

1. Critical Skills refers to those academic, social, functional, and behavioral skills that are linked to the IEP goals, critical to student school and community functioning and would be difficult to maintain over non-school days (regression) or to regain in a reasonable amount of time (recoupment).
2. Non-Recoverable Learning Opportunities (Break Through Learning/Window of Opportunity) are those non-recoverable learning situations in which critical skill development, essential to independent functioning, would be lost to the student if not addressed in a timely fashion. The case conference committee should identify break through learning skill development, which is at the point of readiness, which would be lost by an interruption of services or a resurgence/escalation of currently diminished behaviors. (Example: student has just within the last month begun to verbalize)

Schools are required to ensure that ESY services are available as necessary, and the student's need for ESY services must be discussed as a component of the IEP. For children with disabilities who are eligible for ESY services, the CCC must:

1. Identify the goals/benchmarks/objectives for which ESY services are required;
2. Identify special education and/or related services needed; and
3. Determine the initiation, length, frequency, location, and duration of ESY services.

The CCC must include or reference at least one goal and benchmark in the student's current IEP for the recommended ESY services.

ADAMS WELLS SPECIAL SERVICES COOPERATIVE
PROCEDURES FOR USING THE EXTENDED SCHOOL YEAR (ESY)
CONSIDERATION GUIDE

1. The teacher of record (TOR) must consider a student's need and eligibility for extended school year (ESY) services in the context of that student's IEP.
2. *Formal/informal data from school and other sources* must be reviewed by the TOR in determining the reasons for recommending or not recommending ESY.
3. Responses to all determination questions must be documented and supported by data. *If the TOR determines that there is insufficient data, the IEP will document when this issue will be reviewed.*
4. **Step I-A (1), (2), (3):** the student's progress needs to be reviewed addressing accomplishment of IEP goals and the history, if any, of regression and recoupment difficulties.
5. **Step I-B (1), (2):** negative impact on the student's functioning must be addressed relative to concerns about independence and negative impact on placement in the LRE.
6. **Step I-B (3):** the importance to capture the breakthrough development of a specific skill or an important non-recoverable learning opportunity needs to be documented.
7. The TOR must respond yes or no to each question in Step I and provide the statement of a learning need, when answering yes to any question.
8. **Step II-A (1):** the TOR must address and document why a learning need identified in Step I is determined to be a critical skill and provide the rationale for its determination.
9. **Step II-B (2):** the TOR must address and document why a learning need identified in Step I is a breakthrough learning skill and provide the rationale for its determination.
10. The TOR must respond yes or no to each question in Step II.
11. **Step III-A:** The TOR must state the specific student need requiring ESY services when answering yes to any question in Step II.
12. **Step III-B:** the TOR must determine appropriate and necessary ESY services in response to the identified student need and stipulate the recommended duration, location, and type of services to be provided.
13. The TOR must include at least one goal and benchmark (that the student has not met) in the student's IEP for the recommended ESY service.
14. The TOR must include the length and frequency for recommended ESY services within the student's IEP.

EXTENDED SCHOOL YEAR (ESY) CONSIDERATION GUIDE

Section >

Student Name _____ School _____ Grade _____ Date _____

DETERMINATION OF EXTENDED SCHOOL YEAR SERVICE NEEDS

Note: This document is a guide when a teacher is considering a student's need for ESY. It is not a part of the Case Conference Summary/IEP.

Step I Analysis of the Student's Learning Profile (Academic, Behavioral, and Functional variables)

A. Is the student's progress toward IEP goals below expected levels?

1. Were any IEP goals unmet? ☐ Yes ☐ No
If yes, list unmet IEP goals as learning needs below
2. Has there been a history of skill regression? ☐ Yes ☐ No
If yes, attach documentation of skill regression, including data.
3. Has there been a history of poor recoupment of skills? ☐ Yes ☐ No
If yes, attach documentation of poor recoupment, including length of time for recoupment.

Relevant Data Reviewed:

☐ IEP ☐ Attendance ☐ Discipline
☐ Report-Type _____/Date _____ ☐ Parent Information _____

Learning Need: _____

B. Will there be a negative impact on student functioning?

1. Is there a danger of loss of independence from caretakers? ☐ Yes ☐ No
2. Is there likelihood of placement in the LRE becoming more restrictive? ☐ Yes ☐ No
3. Is there a non-recoverable learning opportunity? ☐ Yes ☐ No
If yes, specify as a learning need below.

Learning Need: _____

Answering **NO to all** of the above questions provides the information for the CCC to rule out the need for ESY.

Answering **Yes to any** question leads to Step II.

Step II Substantiating a Need Essential for F.A.P.E.

- A. Is a learning need identified in Step I necessary for critical skill development and/or a breakthrough learning skill acquisition?

1. Critical Skill Development – (current IEP skill required for school/community functioning)

Provide rationale _____

☐ NO (state rationale above)

☐ YES (state rational above)

2. Break Through Learning Skill acquisition – (window of opportunity for IEP skill development)

Provide rationale _____

☐ NO (state rationale above)

☐ YES (state rational above)

If both answers above are **NO**, the student **is not eligible** for ESY.

If either answer above is **YES**, the student **may be eligible** for ESY. Draft Step III and submit it to the Director of Special Services before proceeding to the case conference.

Step III Determining Appropriate ESY Services

- A. Student need(s) requiring ESY services:

- Need: _____
- Need: _____

- B. **Develop an ESY Goal Page and attach.**

(Goals and benchmarks must be stipulated in the student's IEP on a goal page.)

- C. Recommended ESY Services:

- Duration: From: ____/____/____ To: ____/____/____
- Location: ☐ School ☐ Home ☐ Other _____
- Special education (describe): _____
- Related Services: ☐ Occupational Therapy ☐ Physical Therapy
☐ Other _____

EXTENDED SCHOOL YEAR (ESY) GOAL/PROGRESS SHEET

Student _____ Year _____
DOB _____ Age _____
Parent _____
Address _____
City _____ State _____ Zip _____
Teacher of Record _____
Student's expressive communication ability _____
Behavioral management techniques successful for this student _____
Student's level of personal care needed at school (mobility, toileting, feeding, etc) _____
Additional comments (medications, sensitivities, allergies, etc) _____

STUDENT'S GOALS TO BE ADDRESSED DURING EXTENDED SCHOOL YEAR

GOAL #1: Description of current program addressing this goal (Attach IEP goal page with highlighted objectives)

ESY Progress for Goal #1 _____

GOAL #2: Description of current program addressing this goal (Attach IEP goal page with highlighted objectives)

ESY Progress for Goal #2 _____

GOAL #3: Description of current program addressing this goal (Attach IEP goal page with highlighted objectives)

ESY Progress for Goal #3 _____

Extended School Year Teacher Comments: _____

Signature of Extended School Year Teacher

PLEASE COMPLETE AND RETURN TO THE PROGRAM COORDINATOR