



Extended School Year

Section X Forms

Extended School Year Consideration Guide

Extended School Year Goal Progress Sheet



Introduction

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 normal 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 Indiana Department of Education. Although the federal statute does not specifically reference ESY services, ESY services have been incorporated into the federal regulations as part of the requirements for ensuring the provision of a free appropriate public education (FAPE). To meet their obligation to provide FAPE to students with disabilities, schools must ensure that all eligible students receive special education and related services consistent with their IEPs.

The case conference committee is responsible for the determination of an individual student's need for ESY services. The determination of ESY services and its documentation is both complex and elusive. These guidelines and procedures are meant to assist the case conference committee in their discussion.

Definitions

Break-Through Learning Opportunities: Learning situations in which critical skill development will be lost or greatly reduced if not addressed in a timely fashion.

Critical Skills: Academic, social, functional and behavioral skills that are linked to the IEP goals and are critical to the student's school and community functioning.

Examples of critical skills:

- Skills designed to increase the student's independence from caretakers

- Skills required across a variety of environments

- Skills or behaviors that increase the student's independence in the school or community

- Skills designed to allow the student to move to or remain in a less restrictive environment

- Skills that permit the student to decrease or eliminate behaviors that interfere with the student's functioning at school or in the community

- Skills essential for the student's maintenance of academics, behavior, communication, self-sufficiency or independence

Recoupment: Refers to the student's ability to regain or recover the level of critical skills attained prior to a break in school services within a reasonable amount of time following that school break.

Regression: A significant decline in the performance level of a critical skill that occurs during a break in instruction.

Predictive Data: Information and data used by the case conference committee to analyze the student's potential regression-recoupment problems in the absence of formal regression-recoupment data. This information and data may include, but is not limited to,

- Service provider reports

- Past experiences with recoupment and regression

- Parallel tasks of the student

- Professional judgment in consultation with the student's parent(s)

Special Circumstances or Factors: Circumstances or factors that are unique to an individual student, which the case conference committee needs to consider in determining the need for ESY services as part of the provision of FAPE.

Extended School Year (ESY) Guidelines

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 normal school calendar or instructional day, as part of a free appropriate public education (FAPE) in accordance with the student's IEP.

Federal and state special education regulations do not require all students with disabilities to receive ESY services. However, a determination of the need for ESY services must be made for every student with a disability. Such determination is made by the case conference committee on an individual basis and must be reviewed at least annually. It is **required** that each IEP contain a statement of the student's need, or lack of need, for extended school year services.

A public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services. Additionally, ESY services may not be limited to summer months when school is not in session, but may include other periods during the regular school calendar when school is not in session.

The case conference committee's consideration of ESY services should be made in a timely manner. Under some circumstances, the case conference committee may need to identify the date it will reconvene to determine needs as well as to identify the data that will be gathered to assist in making the subsequent determination. Delaying a decision through the upcoming summer to see what happens if services are not provided is **not permitted**. The case conference committee should make its determination on the best evaluative information and data currently available, including predictive data.

Some factors for the case conference committee to consider include, but are not limited to the following:

1. Critical learning needs
2. Degree of progress on IEP goals
3. Least restrictive environment (LRE)
4. Independence from caretakers
5. Emerging needs and/or break-through learning opportunities
6. Regression and recoupment
7. Interfering behavior
8. Severity of the disability
9. Predictive data
10. Special circumstances or factors

ESY services often are provided during a time when the full continuum of educational placements is not normally available. The school is not required to establish programs to ensure that a full continuum of educational placements is available solely for the purpose of providing ESY services. ESY services may look different from the student's regular school year services.

Summer school is **not** the same as ESY services. Summer school is a discretionary program that is available to all students, typically operating on a set schedule of weeks. ESY services may be delivered through the summer school program, provided:



1. Summer services are consistent with the implementation of the student's IEP goals and benchmarks.
2. Personnel who teach summer school classes hold appropriate licensure.
3. The amount and duration of ESY services are not limited arbitrarily to the school's summer school schedule.



Extended School Year (ESY) Procedures

1. The need for ESY service will be determined by the case conference committee (CCC) on an individual basis. The determination of ESY must be made without regard to eligibility area(s).
2. The CCC must consider a student's need for ESY services on an annual basis in the context of that student's IEP, individual needs, and the provision of a free appropriate public education (FAPE).
3. At the student's annual case review (ACR), the TOR will guide the discussion to consider ESY services and summarize the discussion in Indiana IEP. Under some circumstances, the CCC may not be able to determine the student's need for ESY services at the time the ACR is convened. In this case, the TOR must include in the ESY section of Indiana IEP the date the CCC will reconvene to make the ESY determination, as well as the plans for collecting data or other information in the interim.
4. Consideration of a student's need for ESY services must include a variety of factors such as:
 - a. Progress on IEP goals and objectives
 - 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 opportunities
 - f. Special circumstances

However, the actual determination that a student needs ESY services may be based on a single standard.

5. The CCC must review and consider formal and informal data from a variety of sources, including information provided by the parent. The data may be historical or predictive in nature. 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; observation; anecdotes of student's experience before and after interruptions in services; nature or severity of student's disability; regression and recoupment analysis; and medical/other agency reports
 - e. Behavior information (behavior plans, discipline reports, logs)
 - f. Information from parents or former teacher 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 or have contact with the student
 - h. Test results including criterion-referenced, curriculum-based measurements, ecological life skills assessments, and other equivalent measures



6. After reviewing formal and informal data from a variety of sources, the TOR will complete the **Extended School Year Consideration Guide** if the TOR suspects that ESY is required in order to provide FAPE. This guidance document will be submitted to the Director of Special Services for review before proceeding to the case conference.
7. If the CCC determines that ESY services **are** required for the student to receive FAPE, the TOR must:
 - a. Summarize the discussion in the ESY section of Indiana IEP
 - b. Document services in the ESY section of Indiana IEP including:
 - i. Goals, benchmarks, and/or objectives that will be the focus of ESY services
 - ii. Identify special education and/or related services needed
 - iii. The initiation, length, frequency, duration, and location of services
 - c. Notify the building administrator of the need for the provision of ESY services.
 - d. Provide **Extended School Year Goal Progress Sheet** to ESY instructor, if different from TOR.
8. Following the provision of ESY services, the TOR must complete the **Extended School Year Goal Progress Sheet** and submit it to the student records administrative assistant at Adams Wells.
9. Following the provision of ESY services, the CCC must reconvene during the **first grading period** to review the **Extended School Year Goal Progress Sheet**. TOR is responsible for uploading the **Extended School Year Goal Progress Sheet** into the documents section of IIEP.
10. It is required that the need for ESY services is reviewed annually using updated formal and informal data from a variety of sources.



Extended School Year Consideration Guide

Complete the Extended School Year Consideration Guide and submit it to the Director of Special Services for review before proceeding to the case conference.

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

Student Name: _____ School: _____ Grade: _____ Date: _____

Regression and Recoupment

| | | |
|-----------|----|--|
| Yes | No | The student experience or is expected to experience regression for mastered and partially mastered critical skills. That is, the student is expect to revert to a lower level functioning. Is there a history of skill regression? |
| Yes | No | It is not expected that the student will recover the level of mastery of behaviors or skills within a reasonable amount of time after the interruption of educational services. Is there a history of poor recoupment skills? |
| Comments: | | |

Break-Through Learning Opportunity

| | | |
|-----------|----|---|
| Yes | No | 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 |
| Yes | No | 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 by an escalation of previously diminished behaviors. |
| Comments: | | |

Special Circumstances or Factors

| | | |
|-----------|----|--|
| Yes | No | Is there a danger of loss of independence from caretakers? |
| Yes | No | Is there a likelihood of a more restrictive placement? |
| Yes | No | Is the student failing to make meaningful progress towards goals, benchmarks, and objectives given the student's unique circumstances? |
| Yes | No | Include information for other special circumstances or factors that were considered. |
| Comments: | | |

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Based upon the data reviewed, identify the student need(s) that will be addressed by ESY services:

Identify a goal, benchmark and/or objective from the current IEP for the recommended ESY services.

| | |
|-------------------------------|---------------------|
| Goal/benchmark/objective: | |
| Special education (describe): | Person responsible: |
| Frequency: | Duration: |
| Dates: | Location: |

Identify a goal, benchmark and/or objective from the current IEP for the recommended ESY services.

| | |
|-------------------------------|---------------------|
| Goal/benchmark/objective: | |
| Special education (describe): | Person responsible: |
| Frequency: | Duration: |
| Dates: | Location: |

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| Goal/benchmark/objective: | |
| Special education (describe): | Person responsible: |
| Frequency: | Duration: |
| Dates: | Location: |



Extended School Year Goal Progress Sheet

Teacher of Record: _____ Date: _____

Student Name: _____ School: _____ Grade: _____

Please complete as applicable for each goal/benchmark/objective that was addressed through ESY services.

Reminder: A case conference must be held during the first grading period to review ESY goal progress.

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|---------------------------|
| Goal/benchmark/objective: |
| ESY Progress Monitoring: |
| Dates of ESY services: |

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|---------------------------|
| Goal/benchmark/objective: |
| ESY Progress Monitoring: |
| Dates of ESY services: |

| |
|---------------------------|
| Goal/benchmark/objective: |
| ESY Progress Monitoring: |
| Dates of ESY services: |

ESY Teacher Comments: _____

Signature of ESY teacher

Reminder: Provide the completed form to the student records administrative assistant at Adams Wells Special Services Cooperative and upload into the documents section of Indiana IEP.