

**Extended School Year Services**  
for Students with Disabilities  
Edcouch-Elsa

Special Education Office of School Improvement, Accountability & Compliance

**Region One**  
SCHOOL DISTRICT

The graphic features a schoolhouse on a hill, a school bus, trees, and a pumpkin, with falling leaves.

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**Goals**

- To provide guidance to teachers to help them determine and ensure that students with a disability meet the criteria to receive Extended School Year services (ESY)
- To ensure consistency in the interpretation and application of ESY services across the District

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The graphic features a background of rolling hills and falling leaves.

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**ESY Defined**

**Extended School Year (ESY) services means special education and related services that:**

- Are provided to student beyond normal school year
- Are designed to help maintain learned or emerging skills that may be in jeopardy if not supported for an extended period of time
- Determined on an individual basis by the ARD committee
- In accordance to student's Individualized Education Program (IEP)
- At no cost to the parents of the student
- Federal and State requirement

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The graphic features a background of rolling hills and falling leaves.

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### Who is considered?

- Every student with a disability under IDEA must be considered for ESY services
- The determination of a student's eligibility for ESY services is made on an individual basis by the ARD committee
  - Services are necessary for the provision of a free and appropriate public education (FAPE) to the student



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### ESY IS.....

- Available to students determined eligible through supporting documentation
- To maintain critically learned skills
- To target goals and objectives derived from the current IEP
- To be discussed and determined on an individual, case by case basis, by the ARD committee
- Evaluated annually and based on data collected during the current year to determine eligibility



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### ESY is NOT.....

- Summer school for students with disabilities
- To develop new skills
- For students who have failed, are failing or are "behind"
- To make up for absences
- Respite care, or to provide relief to usual caregivers
- A parent requested service (e.g. childcare)
- Replaces alternative community resources, or their responsibility to continue to provide care and treatment services pursuant to policy of practice.
- Intended to maximize educational opportunity or potential growth



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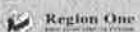
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Categories to Qualify for ESY

1. Regression/Recoupment
2. Critical point of Instruction
  - Self-Sufficiency
  - Emerging Skill

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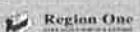
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Regression/Recoupment

Child demonstrates loss of an acquired skill, addressed in student's IEP, or behavior following a break in instruction and **does not** recoup the skill or behavior within a reasonable amount of time.

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Regression/Recoupment

- The recoupment period mirrors the period of the break, the recoupment period should not exceed the number of days in the break. The maximum recoupment period is four (4) weeks.
- The ARD Committee will review objectives where a pattern has been demonstrated to determine if ESY is needed.
  - Documentation
    - Following the first break in instruction, document any IEP objectives that appear to have regressed in mastery level, noting the pre-break level of mastery vs. the post break level of mastery.
    - Determine the length of time required to obtain the same level of mastery as before the break in instruction. Document this information and if the objective was obtained.

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**Regression – Recoupment  
(Break 1 Example) from MDE**

- BREAK 1 John's Measureable Annual Goal #1 states, "When given a field of three numbers (1-20), John will receptively identify the numbers upon teacher request with 80% accuracy in 3 out of 4 assessments." Prior to the break beginning 11/21/15, John was able to accurately identify numbers 1-5 with 80% accuracy. After the break (11/29/15), Mrs. Smith assessed John and he was not able to identify numbers 3 and 5. Mrs. Smith began reteaching these numbers. After three weeks, John was able to identify numbers 1-5 with 80% accuracy.
- Note: Although John was eventually able to recoup the skill of receptively identifying numbers 3 and 5, it took longer than the length of the break to do so.
- [http://www.mde.k12.ms.us/files/special\\_education\\_library/csp\\_powerpoint\\_for\\_workshop\\_3-14-16\\_0003.pdf#v=102](http://www.mde.k12.ms.us/files/special_education_library/csp_powerpoint_for_workshop_3-14-16_0003.pdf#v=102)
- Names were changed

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**Regression – Recoupment  
(Break 2 Example) from MDE**

- BREAK 2 Prior to the break beginning 03/12/16, Michael was able to accurately identify numbers 1 – 12 with 80% accuracy. After the break (03/20/16), Mrs. Johnson assessed Michael and he was not able to identify numbers 8,9, and 11. Mrs. Johnson began reteaching these numbers. After 23 days, Michael was able to identify numbers 1 – 12 with 80% accuracy.
- Note: Although Michael was eventually able to recoup the skill of receptively identifying numbers 8, 9, and 11, it took longer than the length of the break to do so. Because Michael has shown a pattern of regression/recoupment, he is eligible to receive Extended School Year Services.
- [http://www.mde.k12.ms.us/files/special\\_education\\_library/csp\\_powerpoint\\_for\\_workshop\\_3-14-16\\_0003.pdf#v=102](http://www.mde.k12.ms.us/files/special_education_library/csp_powerpoint_for_workshop_3-14-16_0003.pdf#v=102)
- Names were changed

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**Critical Point of Instruction**

<p><u>Emerging Skill</u> Data indicates lack of progress for a long period of time, with sudden substantial growth demonstrated close to the end of the school year.</p>	<p><u>Self-Sufficiency</u> Student demonstrates a critical life skill. Without ESY services, maintenance of this skill would deteriorate with continued support.</p>
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### Critical Point of Instruction (Example from MDE)

- Bobby is a 3rd grade student with Autism.

Over the course of the 2015-2016 school year, he has met or made progress toward social and behavioral objectives designed to reduce/eliminate disruptive behavior enabling him to begin participating in the general education classroom. If Bobby does not receive school services throughout the summer break, it is very likely that when he returns to school in the fall, he will resume engaging in disruptive behavior. This would significantly decrease the amount of time Bobby would be able to participate in the general education classroom.

• This content and all other content on this slide is derived from the original document: 1.11.16.0011672016.2

• Source: MDE.org

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### Examples of Data/Documentation

- Formal and/or Informal pre and post test data
- Notes on student observations
- Information from charts or logs
- Test results including:
  - Curriculum based assessments
  - Life skills assessments

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### Once Eligible-Always Eligible?

- ESY is not an automatic provision from year to year
- Determination is made on the present needs of the student.

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**Must all services during the school year be duplicated in ESY?**

- ARD committee team determines the duration, frequency, and type of services that the child receives during ESY
- Goals, objectives, benchmarks should be continuations of all or part of the previous IEP
- ESY instruction may be modified in order to enhance emergence, maintenance, and/or generalization

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**Do ESY services have to be provided in the classroom?**

- ESY services may not necessarily be provided in a classroom or school setting
- Students can be served in either a Site based or Itinerant setting

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**How is the setting determined?**

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      Q1[Are the goals better addressed in a classroom setting?] -- Yes --> A1[Site Based]
      Q1 -- No --> Q2[Are related services needed to address the goals?]
      Q2 -- Yes --> A2[Site Based]
      Q2 -- No --> Q3[Does the staff/student require specialized training or nursing support?]
      Q3 -- Yes --> A3[Site Based]
      Q3 -- No --> A4[Itinerant]
  
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**Itinerant Based Services**

- Primarily resource students without related services or other concerns.
- Allows for the IEP objectives to be taught in a variety of settings.
- Transportation is not provided.
- Days and times may be negotiated with the individual teacher.
- Current sending team determines hours based on goals selected.

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**Site Based Services**

- Site based is typically for students with more intense needs or multiple services areas
- Provides classroom setting in a school that is needed to address IEP objectives.
- Transportation is provided.
- ESY services are not unilaterally limited as to the type, amount, or duration.
- Location is determined by Sped Administration.

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**Communication System**

- A communication system must be in place that defines roles and responsibilities for ESY documentation to flow between and among district staff
- Sending and receiving teachers must provide information and feedback regarding effectiveness of ESY services
- Parents communicate with district staff and participate in the ESY services as they would for their child's school year services.

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**Remember**

- Not all students with disabilities will require ESY
- Providing ESY services one year does not mean the student will automatically require the service subsequent years
- IEP team must review all available documentation and data on an annual basis to determine the need and appropriateness of ESY
- The LRE considered for ESY services may differ from the LRE in effect for the regular school year
- ESY is to maintain learned skills, not to develop new skills
- ESY is not a Summer School Program

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**Frequently Asked Questions**

- When do I have to start collecting data for ESY? ESY should be explained during every IEP meeting so the child's parent will understand that ESY is an ongoing process that is determined by data collected. Since you have to consider all three (3) criteria, data should be collected throughout the year.

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**Frequently Asked Questions**

- Do we use instructional days or calendar days for Regression/Recoupment? The time considered for Regression/Recoupment is instructional days. For example, Christmas break is usually 2 weeks. You do not include the weekends, so the break would be 10 days and the recoupment time should be no more than 10 days.

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### Frequently Asked Questions

- Who is responsible for collecting the data for related service goals? The person responsible for providing the related services should be responsible for documenting the data for the IEP Committee to consider when determining ESY determination.



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### Resources

- <https://tea.texas.gov/index2.aspx?id=2147497444>
- <http://www.texasprojectfirst.org/>
- <http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?PID=130&SearchTerm=esy>
- [http://framework.esc18.net/Documents/Slide\\_by\\_Slide.pdf](http://framework.esc18.net/Documents/Slide_by_Slide.pdf)



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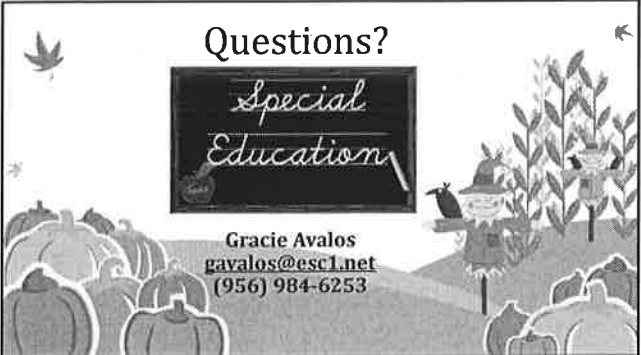
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### Questions?



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