

# Keystone Learning Services

## DOCUMENTATION OF NEED FOR EXTENDED SCHOOL YEAR SERVICES

Student Name: \_\_\_\_\_ IEP Meeting Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

### **Directions for using this form:**

During the IEP team meeting in which eligibility for ESY is determined, the IEP team should review and discuss each factor below, including the "Questions to consider:", and determine which, if any, factors support the need for Extended School year services for this student. Each factor should be marked with a checkmark to indicate if Extended School Year Services are needed in that area.

### **FACTORS FOR TEAM CONSIDERATION AND SUPPORTIVE DATA:**

1. **REGRESSION/RECOUPMENT:** The IEP team must determine if without ESY services, there is a likelihood of substantial regression in an identified area of need addressed by the IEP caused by a school break and a failure to recover those lost skills in a reasonable time following the school break (e.g., six to eight weeks after summer break). Regression, for the purpose of this document, is a substantial loss of any skill addressed by the IEP. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial.

#### **Questions to consider:**

- Does regression/recoupment data suggest that this student's skill losses over breaks are excessive and that it takes an unacceptably long period of time (more than 6 weeks) for lost skills to be regained upon return?
- What is the relative impact of short breaks on student performance?

**Regression/Recoupment data for this student indicate that ESY services are needed.**

2. **DEGREE AND/OR RATE OF PROGRESS:** The IEP team must review the student's progress toward the IEP goals and determine if without these services, the student's degree or rate of progress toward those goals, objectives or benchmarks will prevent the student from receiving benefit from his/her educational placement during the regular school year.

#### **Questions to consider:**

- Is there any pattern to the timing of progress (or lack of progress) that would indicate a need for ESY services?
- Does the student make progress at expected levels given the nature/severity of the child's disability?

**The degree and/or rate of progress for this student indicate that ESY services are needed.**

3. **EMERGING SKILLS/BREAKTHROUGH OPPORTUNITIES:** The IEP team must review all IEP goals and determine if any of these skills are at a breakthrough point. The IEP team must then determine if the interruption in services and instruction on those goals, objectives or benchmarks by the school break is likely to prevent the student from receiving benefit from his/her educational program during the regular school year without these services.

#### **Questions to consider:**

- Has the student reached a critical point of instruction or behavior management where a break in programming would have serious, detrimental effects?

**Emerging skills/breakthrough opportunities for this student indicate that ESY services are needed.**

4. **INTERFERING BEHAVIORS:** The IEP team must determine if without ESY services any interfering behavior(s) such as ritualistic, aggressive or self-injurious behavior(s) targeted by IEP goals will prevent the student from receiving benefit from his/her educational program during the school year. The team must also determine that the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving benefit from his/her educational programming during the next school year.

#### **Questions to consider:**

- Does the student's behavior (or interruption of programming addressing the behavior) prevent the student from receiving benefit from his/her educational program?

**Interfering behaviors for this student indicate that ESY services are needed.**

5. **NATURE AND/OR SEVERITY OF THE DISABILITY:** The IEP team must determine if without ESY services the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.

**Questions to consider:**

- Could ESY Services markedly slow the rate of degeneration anticipated due to a student's medical condition?
- Are the services an integral part of a program for populations of students with the same disabling condition and would a break in programming have a serious, detrimental effect?
- Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

**The nature and/or severity of the disability for this student indicate that ESY services are needed.**

6. **SPECIAL CIRCUMSTANCES OR OTHER FACTORS:** The IEP team must determine if without ESY services there are special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year.

**Special circumstances or other factors for this student indicate that ESY services are needed.**

---

The ESY eligibility decision is based upon an examination that includes, but is not limited to the following:

- a. Teacher assessment of the student's success with various instructional interventions;
- b. Criterion-referenced and standardized test data;
- c. Health and health-related factors, including physical and social/emotional functioning;
- d. Past educational history, as appropriate, including any ESY services;
- e. Direct observation of the student's classroom performance;
- f. IEP goals and objectives;
- g. Student performance (pretest and posttest data);
- h. Behavior checklists; and
- i. Parent interviews and student interviews where appropriate.

Describe data considered:

## ESY Memo 2011

It is again time to plan for Extended School Year (ESY) services for this summer. Determination for ESY must be based on student data. Therefore, you may want to plan to collect data before and after Spring Break (the regression over the break). We will be working closely with you to help analyze data that may or may not indicate the need for ESY. Attached is a copy of the updated Keystone form **Documentation of Need for Extended School Year Services** that needs to be used for determination of ESY services. Additionally, this form can be found on the Keystone WebKIDSS website under ESY2011 or <http://kidss.nekesc.k12.ks.us/forms/ESY.pdf>.

ESY services are different than general education summer school. ESY may or may not be provided in conjunction with the general education summer school. Since many districts are not providing summer school this year, Keystone may need to provide services, especially if a significant regression occurs. The need for ESY is to be decided individually.

ESY services will only be provided to students whose teams have determined this service is necessary and has been documented through the IEP process. Most students, with and without disabilities, would benefit from ESY services. IEP teams are charged with determining if ESY services are **necessary**.

**More services cannot be provided in the summer than are typically provided during the school year!**

What about Driver's Education? Driver's education is an elective class that is not offered by our schools during the school year and is only available during the summer. Obtaining a driver's license is part of some student's transition planning. There are a small percentage of students who require accommodations/modifications in order to participate in this course (e.g. special education services to read materials/tests). IEP teams may meet and determine that a particular student needs special education services during Driver's Education. This should be documented in the ESY section.

**Making the determination:** (Remember, ESY services are NOT provided merely because the student will benefit from them). The IEP team will use the data to consider the factors below (see form for further explanation.)

1. REGRESSION/RECOUPMENT
2. DEGREE AND/OR RATE OF PROGRESS
3. EMERGING SKILLS/BREAKTHROUGH OPPORTUNITIES
4. INTERFERING BEHAVIORS
5. NATURE AND/OR SEVERITY OF DISABILITY
6. SPECIAL CIRCUMSTANCES OR OTHER FACTORS

## WHAT YOU NEED TO DO:

1. If you have a student who the team has already determined the need for ESY services – call Rob or Rhonda to discuss the data.
2. If you believe you have a student(s) who may be eligible for ESY services – call Rob or Rhonda to set up a time to review the data.
3. If students are eligible for ESY, we will work with you in helping to decide some possible options for the IEP team to consider. This IS a necessary procedure since many districts will not be providing summer school. We will need to be creative in determine what services are necessary, how and where to provide these services.

Once you have discussed ESY services with your Keystone Administrator, and the IEP team has decided on services for a student, here is what you need to do:

1. Document the special education services on the IEP including duration, frequency, and location (e.g. “Cole will receive 45 minutes of special education services for one week prior to the start of school”)
2. Indicate which goals will be addressed over ESY, based upon the need determination. This could be done by highlighting the IEP that is turned in to Carol or writing the actual goals to be addressed when describing services.
3. When you send in the IEP with ESY services to Carol, WRITE “ESY” ON THE FRONT PAGE. Turn in the completed ESY form **Documentation of Need for Extended School Year Services**.
4. Contact Rhonda and Rob ASAP to provide final information on ESY service times, location, service providers, etc.

\*\*Remember to call one of us regarding ESY determinations. Calling prior to a meeting is much better than writing something in the IEP that we are unable to provide.

Rhonda Denning and Rob Little