
PULLMAN PUBLIC
SCHOOLS
SPECIAL SERVICES

ESY



Extended School Year Services

To fulfill its responsibility to ensure that each student with a disability receives a free and appropriate public education, Special School District may provide education services beyond the normal school term to ensure that the students benefit from special education and related services.

All students tend to regress, that is, to lose some previously acquired skills when they do not have the opportunity to practice or use them. Regression is viewed as significant, however, when the time required for a student to regain lost skills to the approximate level of previous accomplishment is excessive. The goal of preventing significant skill regression and excessive time for recoupment of lost skills is the basis for providing extended school year programming.

The Individualized Education Program (IEP) team will consider a student with a disability's need for Extended School Year (ESY) service as an integral part of the IEP.

Documentation of the goals and objectives to be addressed during the extended school year session should be included in the student's annual IEP along with the type, amount, frequency, duration and environment/location of ESY services.

An extension of the normal school term will be provided to any student with a disability who is likely to experience a marked degree of regression in critical skills and excessive recoupment time during the subsequent school year in the absence of extended programming. Instructional services provided during the extended school year will relate to those areas of the student's IEP in which the student is predicted to demonstrate significant regression or excessive recoupment time. The IEP Committee may identify such areas through:

1. Data obtained throughout the year regarding a student's educational program.
2. Historical data regarding a student which indicates a high likelihood of significant regression and excessive recoupment time if an extended break occurs. Factors to consider would include the nature and severity of the student's disability, availability of alternative resources and educational structure in the home.

While the regression/recoupment rate is recognized as a standard in determining the need for ESY, the IEP team would consider other factors, such as:

1. Critical stage of development.
2. A student's progress, behavioral and physical/motor.
3. The need for continuous programming to maintain a student's level of self-sufficiency and independence.
4. Other unique or unusual circumstances of an individual student.

ESY IEP PROCEDURES

DETERMINE ESY ELIGIBILITY:

The IEP team determines a student's ESY eligibility for each special education and related service the student receives. It is best practice that related service providers be present (or provide input) at every IEP/Addendum when ESY is discussed.

DATA, HISTORY or PREDICTION:

Eligibility must be based on regression/recoupment data, historical/predictive data progress towards goals and/or other relevant data. Eligibility for one service does not automatically confer eligibility of ALL IEP services. Each service must be considered separately.

TRANSPORTATION TO ESY:

The majority of students are transported to and from their homes to the ESY school site.

For those students whose families request transportation to an alternate site (i.e. daycare, babysitter, relatives) it is important that you share with them at the time of the IEP/ESY determination that drop off and pick up sites will need to be within the partner district where the child resides (home district).

REGRESSION / RECOUPMENT DATA

As preparation for the upcoming school year, regression / recoupment data should be taken on each student before and after the summer recess. The data should be taken on the skills being addressed through the goals and benchmarks of the IEP. This data is to be recorded on IEP form 3b (Goals and Reporting page). These steps should be followed:

1. Take data on skills currently addressed in the student's special education program.
 - a For the student who will attend ESY in the current year, take data prior to the close of the regular school year, at the close of the extended school year session and again six (6) weeks after the start of the fall semester.
 - b For the student who will not attend ESY in the current year, take data prior to the close of the regular school year and again six (6) weeks after the start of the fall semester.
2. Maintain data in the student file for future reference.
3. Utilize the data at the time of the IEP annual review when considering the student's eligibility or ineligibility for ESY.

ESY services are NOT:

- o for teaching new skills
- o based on the category of student's disability;
- o mandated for all students with disabilities;
- o required 12-month programs;
- o child care services;
- o necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- o required to be provided all day or every day;
- o an automatic provision from year-to-year;
- o required to be provided in a traditional classroom setting;
- o a service to be provided to maximize each student's potential;
- o for credit recovery; and
- o a replacement for lack of attendance.

ESY CHECKLIST/DECISION RUBRIC

STUDENT:

DATE:

CASE MANAGER:

SCHOOL

DISABILITY CATEGORY:

Did the student qualify for ESY in the previous school year?	YES	NO	NOT KNOWN
Did the student attend ESY in the previous school year?	YES	NO	NOT KNOWN

YES/NO	Is the student achieving passing grades in the regular education program, if applicable?
YES/NO	Is the student currently experiencing success in meeting the goals and objectives of the IEP?
YES/NO	When reviewing past IEP's (if available), has the child been successful at meeting IEP goals over time, or have goals been repeated over time? Explain below, if needed.
YES/NO	At the start of the current school year, was the teacher able to begin instruction at the level indicated by the current IEP in critical skills areas? (Complete and attach the ESY regression/recoupment of skills data form)
YES/NO	Was the student working on new critical skills indicated by the current IEP by the beginning of the second six-week grading period?
YES/NO	Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year, i.e. winter break and spring break (document on the ESY regression/recoupment of skills data form) ?
YES/NO	Were there mitigating circumstances that may have led to the student temporarily not meeting goals/objectives? If yes, explain: 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?
YES/NO	Have general education teachers given input on the child's progress (if applicable)?
YES/NO	Does the parent/guardian witness a loss of skills over the course of school breaks? What are examples the parent can provide?
YES/NO	What else is significant about the nature and severity of the child's disability? Could ESY services markedly slow the rate of regression anticipated due to a student's mental condition?

Comments:

ESY REGRESSION / RECOUPMENT
DATA FORM

STUDENT NAME:

DATE:

RELATED SERVICE:

DID STUDENT ATTEND ESY THE PREVIOUS SUMMER?

YES NO

IF YES, ASSESS STUDENT BY THIRD WEEK OF NEW SCHOOL YEAR, IF NO, ASSESS STUDENT BY SIXTH WEEK OF NEW SCHOOL YEAR

DIRECTIONS:

DATE	Write in each IEP goal to be assessed.	For each IEP goal, indicate the student's level of performance on skills assessment for each indicated time frame. INCLUDE DATES OF TESTING	ASSESSMENT GIVEN, and SCORE(S) in your data boxes. Be sure to keep or attach the assessment used to determine the student's level of performance, and to use the same assessment(s) for each data entry date to maintain consistent comparison across time. Assessments do not need to be standardized, and teacher-created curriculum-based or skills-based measurement / checklists that directly match IEP goal skills may be used.

Use this data to help with the decision regarding whether or not a student needs extended school year services. *This form should not be the only data used to inform this decision.*