



UPDATED 2/21

Extended School Year 2021

Please review each item carefully as the directions have changed

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 team should review objective data relative to the factors below, and determine if a preponderance of evidence supports the need for Extended School Year (ESY) services. Remember, the team must determine “need” not benefit for an ESY. This is NOT designed to replace summer school.

FACTORS FOR TEAM CONSIDERATION AND SUPPORTIVE DATA

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 break (e.g., six to eight weeks). 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 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 magnitude or impact of the lost skill and the intensity of instruction needed to recoup?

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

DEGREE AND/OR RATE OF PROGRESS: The IEP team should consider 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 data to demonstrate a pattern for the acquisition of skills that supports a need for services to continue over the summer?
- Is there data that supports that an interruption of services substantially alters the student’s progress trajectory 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.



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EMERGING SKILLS/BREAKTHROUGH OPPORTUNITIES: The IEP team should review IEP goals and determine if current data for specific skills shows the student to be at a breakthrough point for those/that skill(s). If so, is there objective evidence that an interruption of instruction/ services for those skills would likely result in the student having to return to baseline and/or miss a developmental milestone that would be difficult to recoup.

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 indicate that ESY services are needed.

INTERFERING BEHAVIORS: The IEP team must determine if current data demonstrates that without ESY services, behavior(s) such as ritualistic, aggressive, or self-injurious behavior(s) targeted by IEP goals will be adversely impacted to prevent the student from receiving benefit from his/her educational program during the following school year.

Questions to consider:

- Does an interruption of routine for this student result in behavior (or interruption of programming addressing the behavior) so intense that the associated risk to student and staff upon return would severely impact the student's academic progress and safety?

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

NATURE AND/OR SEVERITY OF THE DISABILITY: The IEP team must determine if current data and professional judgement show that due to the nature and/or severity of the student's disability, an extended disruption of services is likely to result in health, educational, and/or physical risks for the student that might prevent them from receiving benefit 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.

The assignment of ESY services is an IEP team decision. Remember, assigning students to

ESY has a social impact and communicates a level and intensity of need that may have a detrimental impact on the student if she/he moved to another district. **This is not summer school!** As always, make sure that parents are aware of the potential negative consequences of this educational decision.

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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 were appropriate.

Describe Data Considered:

***Required Signatures:**

Special Education Teacher Date

District Administrator Date

Keystone Administrator Date

*If you are unable to get signatures, please get a verbal confirmation from Administrators and note it on the signature lines.