

Extended School Year (ESY) and Summer Services 2013

Guidelines for the IEP Team

What is the purpose of Extended School Year (ESY)?

ESY services include special education and related services provided for children with disabilities during periods when school is not in session. ESY is a service to prevent the loss of critical skills that may take substantial time to recover during the next school year.

ESY Considerations

- The purpose of ESY is to facilitate maintenance of skills during extended periods of times when school is not in session.
- Extended school years services are provided for children with current IEPs who show regression of skills during breaks that take extended periods to recover.
- The IEP team determines ESY for a student by reviewing evidence concerning regression and recoupment of skills.
- ESY is considered at least annually and a child's involvement one year does not guarantee services the next year. ESY is based on an annual review
- Loss of skills is typical for children over breaks. ESY should be provided only when a student may regress in a **critical skill** to such a degree that recouping the skill would take an unusually long time or be impossible to regain.
- Full consideration of the individual needs of each child with a disability should be taken into account when determining the need for ESY.
- Not all children with disabilities need ESY. The critical question that must be addressed by IEP teams is, **"Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided?"**

Summer Services Timetable

December, 2012	Begin to discuss and document child's need for ESY.
March, 2013	Applications distributed
March-April, 2013	Consider summer services and note decision on IEP
April 30, 2013	Summer services registration completed
May, 2013	Sending teams ensure materials & information are available to summer services staff
May, 2013	Placement of students determined

A *Critical Skill* is essential to the attainment of self-sufficiency and independence from caregivers. It is directly related to the student's disability, is identified in the IEP and is considered on an annual basis. The skill must be appropriate for the individual and must impact the student's ability to remain in the least restrictive environment.

Specific discussion questions to assist the Team with decision making are provided on Page 2

A district supervisor should be in attendance at IEP meetings in which ESY services are being considered.

2013 Summer Services (ESY)
Department of Special Education
Lincoln Public Schools

Team Review Worksheet

_____ **Translation Needed**

Student's name: _____ Date of review: _____

Parent/Guardian: _____ Contact phone: _____

Mailing address: _____ Apt. # _____

City: _____ Zip Code _____

(ESY information will be sent to the above address)

Current school attending _____ Current Resource/EC Teacher _____

Based upon the team's review of the ESY Decision Making Questions (pg. 3), we conclude:

- ☐ Extended School Year Services are recommended.
- ☐ Extended School Year Services are recommended, but parents declined.
- ☐ Extended School Year Services are not recommended

Please obtain signatures of all IEP team participants including building administrator, teachers, OT, PT, speech, etc.

IEP Team Participants	Position	ESY Recommended	
	<u>Building Administrator</u>	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No
_____	_____	Yes	No

**If ESY Services are recommended by the IEP team, complete the online
Summer Services Registration process.**

ESY Decision Making

Decision 1: Does the student need services beyond the regular calendar school year to receive some benefit from regression without recoupment?

This is an IEP team decision based on professional judgment. Discuss the following questions with the IEP team and record your answers.

_____What is the existing IEP present level of performance and related data? Are critical life skills addressed?

_____Does the data show regression following breaks in instruction for the student?

_____Does the data show that the student needs significant instruction to recoup the skills after a break in instruction (more than 60 days to recoup)?

_____Are skills in which regression without recoupment is documented critical for the student to maintain?

_____Does the potential of ESY appear to be of greater benefit than traditional summer break without services?

_____Will interfering behaviors prevent the student from receiving some benefit from his/her educational program next year without provision of ESY services?

_____Due to the student's disability, will the break in instruction prevent the student from receiving some benefit in his/her educational program next year?

_____Due to special circumstances, will the break in instruction prevent the student from receiving some benefit in his/her educational program next year?

_____Will the student's learning that developed during the regular school year calendar be significantly at risk if ESY is not provided (e.g. regression without recoupment)?

_____Will ESY support reasonable readiness for next school year?

Notes:

Decision 2: If ESY is needed, why?

Decision #3: If ESY is needed, what critical skills should be maintained related to the existing IEP?

Decision #4: If ESY is needed, what services options are available?

Decision #5: If ESY is needed, which service option could be considered to provide some benefit to the student?

Decision #6: If ESY is needed, when will the services occur?

Decision #7: If ESY is needed, who will provide the services?

- Program specialist
- Summer services teacher
- Related services provider
- Parent
- Other

NOTE: If recommending ESY, identify a current team member who will provide the summer services:

*If a team member is not available to deliver ESY services, contact Laura Maddox (lmaddox@lps.org)

Decision #8: If ESY is needed, what materials will be needed to support the ESY plan? (List below)

ESY Service Options for the IEP Team to Consider

Summer services for students should address the critical areas in which they will regress and not recoup skills within a reasonable amount of time.

What level of support is needed?

- Information only
- Training/In-service
- Ongoing consultation
- Ongoing opportunities to practice individual skills (e.g. school routines, practical skills, behavioral expectations)
- Academic sessions (e.g. reading, math)

ESY Options

- Support from the parent
- Support from the parent who receives training from school staff
- Consultation by an LPS Program Specialist with a community agency in which the student is enrolled by the parent
- Consultation & in-service by an LPS Program Specialist with a community agency
- Weekly consultation by an LPS Program Specialist with a community agency
- Start up in-service & weekly consultation by an LPS Program Specialist with a community agency
- Special education &/or Related Service deemed necessary and relevant at a school setting (1-4 times per week in selected summer weeks)
- Special education &/or Related Service deemed necessary and relevant in a Summer Services session (1.5 hrs, 3-5 days per week in accordance with summer services calendar, over 6 weeks) with individual and/or group
- Related services only
- Transportation to summer services sites
- Transition practice to prepare for next school year at the student's home school
- Other

Early Childhood & Elementary Summer Programs

Extended School Year (ESY) Services

Early Childhood Continuous Services (B-3): Home-based

Early Childhood Preschool

K-5 Read Ahead!

Consultation Services (3-5): Natural Environments

*see the Summer Services Registration booklet for more detailed information

Middle & High School Summer Programs

Extended School Year (ESY) Services (Middle/High)

Individualized Studies (English 9, English 10)

Integrated Curriculum

VOICE

Participation in Regular High School summer courses