

EXTENDED SCHOOL YEAR GST Guidance Manual

This guidance document is meant to assist IEP teams in making appropriate decision as to applicability of ESY services. When determining ESY eligibility, there are several factors to consider.

INSTRUCTIONS:

1. IEP Goal – write in the goal that is in the student’s IEP
2. Data source – how is the data being collected for the goal
3. Column A Present Level – describe the student’s current performance before going on school break. Use data to show current frequency, accuracy, duration, intensity, or rate.
4. Column B 1st Data Collection – Collect data on the goal as soon as the student returns back to school (within the first 2 days for academic goals and within the first week for behavior goals)
5. Column C 2nd Data Collection – Review data after week 6-8 to determine the student’s performance. Use data to show current frequency, accuracy, duration, intensity or rate.
6. Regression/Recoupment – Determine if student made progress by comparing columns A, B, and C. Guiding questions:
 - a. Did the student lose significant performance level upon initial return to school?
 - b. Did the student regain skills that were lost after 6-8 weeks of instruction?
 - c. Are there emerging skills that the student is acquiring that will be lost if the educational program is not continued during extended breaks (“window of opportunity”)?
 - d. Will the maintenance of critical life skills be lost or significantly jeopardized if the educational program is not continued during extended breaks?
7. After reviewing data and considering emerging and critical skills, determine if ESY is necessary or not based on regression (R), emerging skills (ES), and/or maintenance (M).

Predictive Factors

The following questions will guide the process to be used by the IEP Team in determining whether the educational benefits accrued to the student during the regular school year will be significantly jeopardized if the student is not provided ESY services during extended breaks. The IEP Team should proceed by applying not only retrospective data, such as past regression and rate of recoupment, but also should include predictive data, based on the professional judgment of the IEP Team, as well as circumstantial considerations of the student's individual situation at home and in the student's neighborhood and community.

Student's Rate of Progress

Guiding Question:

Is the student's rate of progress such that regression/recoupment are so great that it prevents the student from progressing on his/her goals and/or objectives? Describe the rate of progress and whether the interruption of services would be detrimental to continued progress.

Description:

Type and Severity

Guiding Question:

Will the type or severity of the student's disability cause the skills learned by the student during the regular school year to be significantly jeopardized if he/she does not receive ESY?

Consider: *How does the degree of impairment of this student's disability impact the maintenance of learned skills?*

- Explain the student's progress on goals and/or objectives.
- What are the contributing factors that have impacted progress (e.g., Health factors, multiple illnesses)?
- Describe the type and amount of services and supports needed for the student to maintain skills or knowledge (e.g., Does the student require a highly organized, structured, environment to maintain skills)?

Behavioral / Physical

Behavioral Guiding Question:

Will the student's behavior(s) cause the skills learned during the regular school year to be significantly jeopardized if he/she does not receive ESY? Consider the information in the student's Behavior Intervention Plan (BIP) if the student has one.

Yes No Not Applicable

Source of evidence:

Physical Guiding Question:

Will the student's physical needs cause the skills learned during the regular school year to be significantly jeopardized if he/she does not receive ESY?

Yes No Not Applicable

Source of evidence:

Alternative Factors

Guiding Question:

Has the family planned to access alternative resources that may prevent skills learned during the regular school year from being significantly jeopardized?

Yes No Not Applicable

Source of evidence:

Are there resources the family could access in order for the child to avoid significant jeopardy to skills learned during the regular school year?

Yes No Not Applicable

Source of evidence:

Ability to Interact with Peers without Disabilities

Guiding Question:

Will the student have opportunities to interact with peers without disabilities during extended breaks that will assist the child to avoid significant jeopardy to learned skills?

Yes No Not Applicable

Source of evidence:

Consider: If there is a lack of opportunity for the student to interact with peers without disabilities, consider how that may significantly interfere with the maintenance of learned skills.

Curriculum That Needs Continuous Attention

Guiding Question:

Does the child have goals, objectives, curricular elements or other IEP components that require continuous attention in order to avoid significant jeopardy to learned skills during extended breaks?

Yes No Not Applicable

Source of evidence:

Vocational Needs

Guiding Question:

Does the student need ongoing vocational instruction in order to avoid significant jeopardy to learned skills during extended breaks?

Yes No Not Applicable

Source of evidence:

Other Relevant Factors

Guiding Question:

Are there other factors that present a risk that skills or knowledge learned by the child during the regular school year will be significantly jeopardized over extended breaks?

Yes No Not Applicable

Source of evidence:

**GST Multidistrict
EXTENDED SCHOOL YEAR SERVICES
DETERMINATION AND DATA COLLECTION FORM**

STUDENT: _____ DOB: _____ SCHOOL: _____

SPECIAL ED TEACHER/RELATED SERVICE PERSONNEL: _____ DATE: _____

| IEP Goal # | Data Sources | A. Present Level (prior to extended break) | B. 1 st Data Collection (upon return) | C. 2 nd Data Collection (6-8 weeks after return) | D. Did student recoup the initial present level (A) by the time of the last check (C)? |
|------------|--|---|---|--|--|
| | Work samples <input type="checkbox"/> Student demonstration <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Data Response <input type="checkbox"/> Other _____ | | | | ___ No (needs ESY) ___ Yes (does not need ESY) Based on: (R) (ES) (M) |
| | Work samples <input type="checkbox"/> Student demonstration <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Data Response <input type="checkbox"/> Other _____ | | | | ___ No (needs ESY) ___ Yes (does not need ESY) Based on: (R) (ES) (M) |
| | Work samples <input type="checkbox"/> Student demonstration <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Data Response <input type="checkbox"/> Other _____ | | | | ___ No (needs ESY) ___ Yes (does not need ESY) Based on: (R) (ES) (M) |

(R) Regression
 (ES) Emerging Skills
 (M) Maintenance of Critical Skills

Will the benefits that the student gained during the regular school year be significantly jeopardized if he/she does not receive ESY services? ___ YES ___ NO

