

Intradistrict Communication

DATE: January 22, 2016

TO: Principals
Special Education Staff

Time Sensitive Please Read Immediately

FROM: Laura Finlinson, Administrator of Curriculum/Staff Development & Special Programs
Lisa Robinson, Director of Special Education
Julie Brown, Program Specialist-Special Education

SUBJECT: Extended School Year (ESY) Qualification Procedures and Timelines

IDEA directs us to consider all students for Extended School Year (ESY) services. However, ESY services should only be provided if the IEP team determines that it is necessary for the provision of a free, appropriate public education (FAPE). A student is eligible for Extended School Year (ESY) services when the IEP team determines that, without ESY services, the educational program would be of little or no benefit to the child due to the lack of services during the break in the current school year and the next school year. The purpose of ESY is to **maintain** current skills, **not** to teach new skills.

Attached are the guidelines for determining a student's eligibility for Extended School Year Services (ESY). Please note that the process has been developed to provide greater clarification and reflect current case law, IDEA 2004 and current Utah Administrative Board Rule requirements.

IEP Teams should consider all IEP goals in making the determination for ESY eligibility for an individual student. However, ESY services will be provided only in those areas where the IEP team has determined that the student is eligible based on a review of multiple data sources and factors. A multi-factored approach that looks at both *retrospective* and *predictive* sources of educational data must be considered in determining the need for ESY. IDEA eligibility does not automatically require the provision of ESY services. Previous eligibility for ESY services does not trigger an ongoing need for ESY. The decision must be made annually by the student's IEP team based on *JSD Extended School Year Guidelines*.

Please note that all ESY decisions must be accomplished in sufficient time to allow either the parent or the District to exhaust administrative remedies prior to the beginning of the ESY program should there not be agreement regarding a student's eligibility or program. Parents must be informed of their rights and of procedures through which they may challenge the decision of the IEP team. This includes both the written recommendation of eligibility/ineligibility and the scheduling of the IEP where services are determined. Therefore, **adherence to outlined timelines is essential to ensure that parents are afforded their rights.**

Parents who choose not to send their children to ESY even though they are eligible are being asked to indicate their non-participation at the time eligibility is discussed with them. This is not a binding decision on the part of the parent, but is necessary in order for the District to have an accurate count of how many students will be accessing ESY services. This will also enable us to staff the program appropriately.

Please review the attached Extended School Year (ESY) Guidelines carefully. IEP teams (including the parents) must consider **all** students for ESY services each year at the annual IEP. **In order to meet all legal timelines that will afford parents the opportunity to exercise their due process rights, the following process is to be followed beginning January 2016 to April 2, 2016:**

Beginning immediately (January 2016),

- 1) Review all IEPs (or run a Goalview report) to identify the ESY eligibility status of all students.
- 2) If the current IEP reflects that the student is **“not eligible”** and the available data supports that decision and the parent has been involved in making that determination, the team does not need to do anything at this time.
- 3) For all students who have been determined to be **“eligible”** for ESY or whose eligibility is **“to be determined later”**, convene an IEP team meeting to review the following:
 - Review multiple data sources to determine if there are *retrospective* or *predictive* factors that would make the student eligible for ESY services (e.g., whether there has been regression and an inability to recoup those skills to former levels within the timelines specified in the ESY Guidelines or whether predictive data identifies a skill that requires ESY for FAPE).

As an IEP team, complete the “Eligibility for Extended School Year (ESY)” form and complete/submit the following:

- For students who are eligible for ESY services, complete and submit the “ESY Services” form, along with all other required information to the appropriate ESY coordinator by **April 1, 2016**.
- For students who are not eligible, complete the “Eligibility for Extended School Year (ESY)” form by checking the box that states that the student is not eligible, have the IEP team sign the form and place it in the student’s special education file.

Please note that an ESY packet must be submitted for each student who has been deemed eligible to receive services. Also, note that there must be documentation in each student’s file of their eligibility determination (i.e., the student’s eligibility status must be checked on the IEP and if the student “is eligible” or the status is “to be determined later” the “Eligibility for Extended School Year (ESY)” form must be placed in the special education file). At the end of the ESY services, all packets will be returned to the teacher and should be placed in the student’s special education file to provide documentation that the services were delivered.

Summer 2016 Site-Based Program Dates

Extended School Year (ESY) services are individually determined. Students who require a site-based program will be assigned to a location where they can receive some or all of their services based on the following summer schedule, **unless the IEP team has determined that the student’s skills cannot be maintained at a level that provides FAPE during the scheduled time periods**. District staff will work with individual school teams for these cases.

Please note that the schedule is intended to provide coverage throughout the summer months and to allow for greater maintenance of skills. It is also hoped that it will allow staff to schedule much needed vacation time and still maintain student progress in eligible areas. Student hours will be from **8:45-11:45** and **staff hours will be from 8:30-12:30** with the **exception** of the first three days in June. On **June 21, 23, 25** student hours will be **9:15-12:15**. The complete schedule is outlined below:

June 2016						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 21, 22, 23 2016

July 2016						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 12, 13, 14 2016
July 19, 20, 21 2016

August 2016						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2, 3, 4 2016

ESY Packet Information -- Due: April 1, 2016

The IEP team must submit the following information for all students who are eligible for ESY services. Please note that **ESY packets are due no later than the end of the day on April 1, 2016**. The following information must be submitted in the packet:

- 1) *Extended School Year (ESY) Services Packet Checklist*
- 2) *Prior Notice for Student Eligibility for Extended School Year (ESY) Services* form for **each** goal that qualifies the student
- 3) A copy of the data collected for the ESY goal AND a blank data sheet for continued data collection
- 4) A copy of the *Jordan School District Prior Notice for Extended School Year (ESY) Services Plan*
- 5) A copy of the *ESY Student Information Form* (both sides filled out)
- 6) A copy of the student's current IEP
- 7) If a new IEP is developed before the start of ESY, please submit a copy of the most current IEP
- 8) A copy of the student's current *Health Care Plan* (if applicable)

ESY packet information should be submitted to the following ESY coordinators:

Clusters/Boundary School Students (all classifications):

Submit to **Deb Luker at the District Office** (801) 567-8372

Kauri Sue Hamilton Students:

Submit to **Jenni Eyre** at Kauri Sue Hamilton School (801) 567-8500/8517

River's Edge School Students:

Submit to **Don Link** @ River's Edge School (801) 565-7584

Preschool Students:

Submit to **Debbie Ballard** at Kauri Sue Hamilton School CDC (801) 567-8510

School teams will be contacted by the appropriate ESY coordinator **no later than April 13, 2016** to discuss the specifics of ESY services for their eligible student(s). Parents must be notified of their right to exhaust their administrative remedies if they do not agree with the ESY determinations of the IEP team.

If you are interested in working the ESY program, applications are currently being accepted (application attached for current employees). Please contact the ESY coordinator of the site at which you would like to be assigned. The number of staff hired will be based on the number of eligible students who will be participating in the program. No staffing decisions will be made, until the programmatic needs and the numbers of participating students are determined. Therefore, we appreciate your prompt attention to this important service for your students. **If you have questions, please contact the appropriate ESY coordinator as identified above.**

PLEASE NOTE: The *Prior Notice for Student Eligibility for Extended School Year (ESY) Services* form and *Jordan School District Prior Notice for Extended School Year (ESY) Services Plan* must be completed for all students deemed "**eligible**" for services and/or for whom the IEP team had checked that ESY services were "**to be determined**" at a later time. If on the IEP, ESY services were marked "**to be determined later**", an IEP amendment MUST be completed to indicate if the student is eligible or not.

The *Prior Notice for Student Eligibility for Extended School Year (ESY) Services* form and *Jordan School District Prior Notice for Extended School Year (ESY) Services Plan*, including the ESY packet (if applicable) **should be placed in the student's Special Education file to provide documentation that ESY services were considered and delivered.**

THANK YOU for all you do to serve students with special education needs in Jordan District! If you have questions, please contact the Teacher Specialist assigned to your school.

Jordan School District

Extended School Year (ESY) Guidelines

January 2016

What is ESY?

IDEA directs us to consider all students for Extended School Year (ESY) services. However, ESY services should only be provided if the IEP team determines that it is necessary for the provision of a free, appropriate public education (FAPE). A student is eligible for Extended School Year (ESY) services when the IEP team determines that, without ESY services, the educational program would be of little or no benefit to the child due to the lack of services during the break in the current school year and the next school year. The purpose of ESY is to maintain current skills, not to teach new skills.

Extended school year services may include special education and related services that are provided to a child with a disability beyond the normal school year and in accordance with the child's IEP. The primary goals for all students requiring ESY services are to become as functionally independent as possible within the limits of their disabilities and to be maintained in their current least restrictive environment placement.

All ESY decisions must be accomplished in sufficient time to allow either the parent or the District to exhaust administrative remedies prior to the beginning of the ESY program (i.e., 75 days prior to the start of services). Parents must be informed of their rights and of procedures through which they may challenge the decision of the IEP team. This includes both the written recommendation of eligibility/ineligibility and the scheduling of the IEP where services are determined.

Please note that ESY services are different from enrichment programs and summer school and are not just an expansion of time or duplication of the services received during the regular school year. ESY services are an issue of FAPE and meaningful benefit. The focus is on maintaining a student's current IEP goals and skills. The District is not required to create new programs as a means of providing ESY services to children with disabilities in integrated settings if the school district does not provide services for non-disabled children at that time. The full continuum of educational options may not be available during ESY and the school district is not required to develop such programs solely for the purpose of providing ESY in the LRE.

How Do IEP Teams Determine a Need for ESY Services?

ESY services will be offered in multiple ways and in various locations based on student need. IEP Teams should consider all IEP goals in making the determination for ESY eligibility for an individual student. IEP teams must determine, based upon a review of multiple data sources and factors, that ESY is required for the student to receive FAPE. A *multi-factored* approach that looks at both *retrospective* and *predictive* sources of educational data must be considered in determining the need for ESY. IDEA eligibility **does not** automatically require the provision of ESY services. Previous eligibility for ESY services **does not** trigger an ongoing need for ESY. The decision must be made annually by each student's IEP team.

The IEP team determines ESY eligibility after consideration of the following items:

- 1) ESY services are not limited to a particular category of disability or particular ages or grade levels of students. In addition, Districts cannot unilaterally limit data review to an analysis of only regression and recoupment.
- 2) The type, amount and duration of services is individually determined and at no cost to the parents.
 - Extended school year services are intended to be a “maintenance” program (not to teach *new* skills)
 - **New** goals and objectives may **not** be added to a student’s IEP for implementation in the ESY program. Programs shall consist of activities developed to **maintain** skills identified on the **current** IEP developed for the academic year.
- 3) Based on a review of the student’s current IEP, all goals should be considered for ESY services, including the following areas of self-sufficiency:

<ul style="list-style-type: none"> - Muscular control - Feeding & eating - Physical mobility - Impulse control - Stable relationships as shown by interaction with peers and adults 	<ul style="list-style-type: none"> - Toileting - Dressing - Personal hygiene - Basic communication - Other <i>predictive</i> factors (see #5)
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- 4) *Retrospective data* may include:
 - Regression and recoupment data
 - Data that currently exist, verified through observation, data collection and review
 - Past regression on target that demonstrates significant regression on learned skills (e.g., degree of regression and exact time of regression)
 - Rate of recoupment of skills that is significantly delayed or skills only recouped to a limited degree after services resume
 - Achievement of goals on successive IEPs
 - Data from progress reports before and after interruptions in the education program
 - Reports by parents of negative changes in adaptive behaviors over break periods
 - Medical and other agency reports indicating degenerative-type difficulties that become exacerbated during breaks in instruction
 - Observations

The IEP team should consider whether the student demonstrates a pattern of regression and recoupment such that little or no meaningful benefit occurs due to the degree of regression and the length of time needed for recoupment to the level demonstrated prior to the interruption of educational programming.

Remember, it is not unusual for students to regress during breaks in instruction and typically recoupment occurs in a reasonable amount of time after instruction resumes. However, when a particular student’s pattern of regression and recoupment is such that little or no meaningful benefit is occurring, due to the degree of regression and the length of time needed to recoup lost skills, ESY services may be necessary. The critical question is whether the learning that occurred during the regular school year will be significantly jeopardized if ESY services are not provided, such that the educational program would be of little or no benefit to the student.

ESY is designed for students who consistently regress such that they never move forward in their educational goals. This occurs when the amount of time required to relearn skills or behaviors becomes so significant that it interferes with the gains made during the school year. The regression is such that it threatens the physical well-being of the student or others or damages property, thereby jeopardizing the current least restrictive environment placement. A significant increase in the recoupment period must exist in order for the regression to pose a significant threat to the gains made during the school year.

Existing data may be used or data should be taken over at least **two instructional breaks of at least 3 days or longer** to determine if there is a regression/recoupment deficit. The winter recess is a natural instructional break and should be used to gather data. To review a student's qualification status for ESY services through regression/recoupment data, take the following steps:

- Review existing data (data should be taken on all IEP goals throughout the school year) or document data probes on IEP goals sometime during the week before the break
- Once the student returns from the winter recess, review existing data or collect data probes on the same goals to determine if a student has regressed in performance.
- Review data or continue to gather data probes until the student recoups the skills on which he/she has regressed to his/her pre-recess level.
- Determine if the recoupment of those skills takes such a long time that it seems as if the student is making little or no meaningful progress in his/her educational program (i.e., if regression is present, evaluate the rate of recoupment needed for the student to regain his/her previous skill level).
- The presence of significant regression and slow recoupment of IEP goals is **one** factor IEP teams may use to qualify the student for ESY.
- Save data sheets showing the documented regression/recoupment. Those sheets will need to be attached to the "ESY Qualification Data" form that will be included in the ESY Qualification packet.

Techniques to collect data for documentation may include:

- Daily monitoring; measures of daily performance
- Behavior checklists, student self-assessments, parent assessments, professional assessments
- Documented observation of the student

Reasonable recoupment periods:

- Break of 8 to 12 weeks = 20 instructional days
- Break of 3-4 weeks = 5 to 7 instructional days
- Break of 2 weeks = 3 instructional days
- Exceptions may be granted on a case by case basis by the IEP team

- 5) *Predictive Data* -- Utah is part of a 10th Circuit Court Decision (Johnson v. Independent School District of Bixby, 921 F.2d 1022) that states that regression data alone are not sufficient basis for an ESY decision because all students may regress to some extent during lengthy breaks from school. This means that even if regression/recoupment data are **not** present, the IEP team may determine that an extended break in instructional services will be a serious detriment to the student. The team must determine that, without ESY services, the educational program will be of little or no meaningful benefit due to

lack of services during educational breaks. The decision must be based on a multifaceted inquiry that considers *predictive data* such as:

- Degree of the child's impairment
- Ability of the child's parents to provide the educational structure at home
- Child's rate of progress
- Physical or behavioral problems
- Availability of alternative resources
- Ability of the child to interact with typical children
- Areas of the child's curriculum that need continuous attention (such as an emerging skill)
- Vocational needs
- Whether the service is extraordinary to the child's condition

When reviewing *predictive* factors, IEP teams should consider the following:

- How often a review of previously introduced material is required
- Whether the student demonstrates inconsistency in the mastery retention of skills
- Whether the data supports that the student has reached a **critical stage of learning or has an emerging skill** in mastery of skills. This would be the point at which a student has almost mastered the skills in an instructional sequence. The IEP team must determine that a break in instructional programming would result in the loss of significant progress made toward the acquisition of that critical or emerging skill.
- Whether the student requires a more intense rate of instruction than similar students with similar disabilities in order for progress to take place
- Whether there is data to support regression and recoupment periods for a student based on a *consensus* of input from parents, advocates and professionals

How Can ESY Services Be Delivered?

- 1) School teams should consider multiple options, including whether work packets completed independently over the summer with and/or without teacher consultation are sufficient to maintain educational levels, in which case the student would not qualify for site-based ESY services.

Examples of service model and delivery options are listed below (note that many will *require District involvement*):

- School-based programs and/or services
- A cooperative program with another agency
- Limited in-person student contact
- Week(s) of review prior to school starting
- Contracted services
- Community-based programs
- Services provided by parent and supported by school personnel
- Home programs with the parent teaching or using computer programs
- Services in conjunction with a summer school program of the district
- Direct instruction, consultation and/or supervision
- Special education and related services
- Parent consultation/training
- Home packet with teacher monitoring
- Periodic home visits by staff member

Prior consultation with SpEd Dept. staff required if resources outside the school are needed.

Data supports that most students will have their needs addressed by attending the District's site-based program(s). However, other options may be considered on an individual basis. Please contact the Teacher Specialist assigned to your school regarding any students that may require an alternative service delivery model.

In addition, services may be delivered in multiple locations, including:

- Home
- Community
- School-based services
- Other

- 2) If considering home programming, the ability of the parents to provide an educational structure at home must be considered. If parents can provide the proper structure at home, the regression and recoupment issue will not be as severe and ESY services through the school staff may not be necessary. Consideration must be given to the following:
 - The complexity of the program to be carried out at home
 - The level of expertise required to maintain skills at home
 - The amount of time required

Parents may be able to provide structured opportunities for their children to practice specific skills (e.g., the student may be able to use a computer software program which will be sufficient to maintain a critical skill).

The IEP team may recommend ESY services after concluding that the parents are not able or willing to provide home structured opportunities or the involvement of ESY staff during the summer is necessary to offset the impact of regression and recoupment.

- 3) ESY services must be considered for all students, even those attending year-round school. The criteria for eligibility remains the same.

IEP teams should remember that **ESY services are NOT the following** (adapted from Cooperative Educational Service Agency #7, 1998):

- 1) It is not a mandated 12-month service for all students with disabilities.
- 2) It is not required for the convenience of the school or parents and, therefore, cannot serve as a day care or respite care service.
- 3) It is not required or intended to maximize educational opportunities for any student with disabilities or to maximize educational benefit.
- 4) It is not necessary to continue instruction on all of the previous year's IEP goals during the ESY period; rather, the focus should be on those specific, critical skills where regression, due to an extended break in service, or the impact of other predictive factors, may occur.
- 5) It is not to be considered to help students with disabilities advance in relation to their peers.
- 6) It is not for those students with disabilities who exhibit regression, which is solely related to medical problems resulting in degeneration, or transitional life situations such as divorce or death of a family member. This type of regression is not due to the interruption of summer vacation.

- 7) It is not required solely when a child fails to achieve IEP goals and objectives during the school year (i.e., ESY is not required or meant to address the needs of students who did not meet IEP goals during periods of traditional instruction).
- 8) It is not to provide a child with education beyond that which is prescribed in his/her IEP goals.
- 9) ESY services are different from regular school enrichment/tutoring programs and/or summer school. ESY is not just an extension of time or duplication of the regular school year services. The services may differ markedly from the services provided to the child during the school year.

The IEP team, after reviewing the collected data, determines if the student is eligible for ESY services.

- The student **is not eligible** for ESY if the data do not show a likelihood of substantial regression of learned skills/behavior and/or the amount of time to recoup skills was similar to that of students without disabilities or the impact of predictive factors does not indicate a need for ESY services.
- The student **is eligible** for ESY if the data show the likelihood of substantial regression and/or the amount of time to recoup skills/behavior would be longer than that of students without disabilities or the impact of predictive factors indicates a need for ESY services.

The purpose of Extended School Year Services (ESY) is to support the maintenance of critical skills on IEP goals, such that without these services, the educational program would be of little or no benefit to the student. Remember that ESY is not provided to teach the student new skills. ESY services focus on *specific goals* identified by the IEP team as requiring extended school year services for FAPE to be provided.

Please note that the District is not trying to recruit students for ESY services. We do, however, want to ensure that students who are eligible and require services in order to receive FAPE, receive the services for which they are entitled. If you have questions, please contact the Teacher Specialist assigned to your school.



Extended School Year (ESY) Services Packet

(Please submit this completed checklist with eligibility packet)

Remember that ALL students on IEPs must be considered for ESY services. Please make sure that you understand the following ESY guidelines and procedures:

√ Memos:

- Supporting Data for Extended School Year (ESY) Qualification (January 22, 2016)
- Extended School Year (ESY) Qualification Procedures and Timelines (January 22, 2016)

√ JSD Extended School Year (ESY) Guidelines (January 2015)



It is the responsibility of the student’s IEP team to determine ESY eligibility (including the parents). You must submit the following information for all students who are eligible for ESY Services by the **due date of April 1, 2016**. **Indicate that you have completed and included the following items:**

- Extended School Year (ESY) Services Packet Checklist*
- Prior Notice for Student Eligibility for Extended School Year (ESY) Services* form for **each** goal that qualifies the student
- A copy of the data collected for the ESY goal AND a blank data sheet for continued data collection
- A copy of the *Jordan School District Prior Notice for Extended School Year (ESY) Services Plan*
- A copy of the *ESY Student Information Form* (both sides filled out)
- A copy of the student’s current IEP (if new IEP is developed before ESY starts submit copy of newest IEP)
- A copy of the student’s current *Health Care Plan* (if applicable)
- For Cluster/Boundary Students Only—ESY packet has been reviewed by Teacher Specialist TS initial here _____
- Summer Contact Information



All ESY packet information should be submitted to the following ESY coordinators:

Clusters/Boundary School Students (all classifications):

Submit to **Deb Luker** at the District Office (801) 567-8372

Kauri Sue Hamilton Students:

Submit to **Jenni Eyre** at Kauri Sue Hamilton School (801) 567-8500/8517

River’s Edge School Students:

Submit to **Don Link** at River’s Edge School (801) 565-7584

Preschool Students:

Submit to **Debbie Ballard** at Kauri Sue Hamilton School CDC (801) 567-8510



If you have questions, please contact the Teacher Specialist assigned to your school.

**JORDAN SCHOOL DISTRICT
PRIOR NOTICE FOR EXTENDED SCHOOL YEAR (ESY) SERVICES PLAN**

ESY services are provided beyond the normal school year for students deemed eligible by the IEP Team. The IEP Team has determined that without ESY services, the educational program would be of little or no benefit to the child due to lack of services during the break between the normal school year and the next. The IEP Team determines eligibility for ESY services and the type of services needed by the student for the eligible goal(s). **The ESY Services Plan and the completed ESY packet should be placed in the student's Special Education file. Copies should be sent to the assigned ESY Coordinator by the specified due date (see January 2016 memo).**

Student Name: _____ Classification: _____
 Date of Birth: _____ Grade _____ School: _____
 Teacher: _____ Parent(s)/Guardian: _____
 Home Address: _____
 Home Phone: _____ Emergency Phone: _____

1. Based on a *multi-factored* review of *retrospective* and/or *predictive* sources of educational data, check the area(s) and identify the goal(s) for which the student qualifies for ESY:

- Muscular Control: Goal _____
- Toileting: Goal _____
- Feeding: Goal _____
- Dressing: Goal _____
- Physical Mobility: Goal _____
- Personal Hygiene: Goal _____
- Impulse Control: Goal _____
- Basic Communication (related to self-sufficiency): Goal _____
- Stable Relationships as shown by interaction with peers/adults: Goal _____
- Other predictive areas (specify): _____
Goal _____

2. Based on the goals identified above, the student requires the following services during ESY:

- Special Education Instruction
- OT/PT
- Speech-Language
- Transportation
- Other: _____

3. Recommended Service Delivery Model

(*Consultation with SpEd Dept required if resources outside the school are needed)

- Site-Based Summer Program
- School-Based Services
- Home Learning Packet
- Home Learning Packet w/ Teacher Monitoring
- Other (specify): _____
- Home Visits
- Parent Training
- Parent Consult.

- My Child WILL participate in the Extended School Year Program.
- My Child WILL NOT participate in the Extended School Year Program. I understand that services are available and have been offered. If my decision changes, I will notify the ESY Coordinator as soon as possible.

IEP Team Signatures

LEA _____	Date _____
Special Educator _____	Date _____
Parent _____	Date _____
General Educator _____	Date _____
Other _____	Date _____

Status:

- Approved (initial/ESY Coordinator) _____ Date _____
- Additional information required (please resubmit as soon as possible)
_____ Date _____

Jordan School District

Prior Notice for Student Eligibility for Extended School Year (ESY) Services

Based on the student's current IEP, please submit the following for each IEP goal on which the student qualifies for extended school year services:

- 1) Eligibility for Extended School Year (ESY) Services form
- 2) Current data sheet for the identified goal
- 3) Blank data sheet
- 4) Attach additional page(s) for each eligible goal

Student Name _____ School _____ Date _____

Classification: _____ Current Grade _____ Teacher _____

1. Based on a *multi-factored* review of *retrospective* and/or *predictive* sources of educational data, check the area and identify the goal for which the student qualifies for ESY:

- Muscular Control: Goal _____
- Toileting: Goal _____
- Feeding: Goal _____
- Dressing: Goal _____
- Physical Mobility: Goal _____
- Personal Hygiene: Goal _____
- Impulse Control: Goal _____
- Basic Communication (related to self-sufficiency): Goal _____
- Stable Relationships as shown by interaction with peers/adults: Goal _____
- Other predictive areas (specify): _____
Goal _____

2. Please check the reason that formed the basis for the IEP team's determination that the student was eligible for ESY services and complete the appropriate section below (see ESY Guidelines):

Retrospective Data: Regression-Recoupment

If the eligibility determination was based on regression-recoupment data, please summarize the data over two instructional breaks of at least 3 days or longer:

Level of performance before the break: _____	Date: _____
Level of performance after the break: _____	Date: _____
Number of days needed for student to regain his/her previous skill level (rate of recoupment): _____	

Level of performance before the break: _____	Date: _____
Level of performance after the break: _____	Date: _____
Number of days needed for student to regain his/her previous skill level (rate of recoupment): _____	

Is there a pattern of regression and recoupment such that little or no meaningful benefit occurs due to the degree of regression and the length of time needed for recoupment? Yes No

OR

- Other Predictive Factors (e.g., degree of child's impairment, critical stage of learning)** -- The IEP Team has determined that without ESY services, the educational program would be of little or no benefit to the child due to the lack of services during the break. Yes No

Describe/summarize the data that supports this decision:

Based on the IEP team's review of retrospective and/or predictive data and following the guidelines outlined for ESY eligibility, the student identified

- Is Eligible for ESY Services**
- Is Not Eligible for ESY Services**

IEP Team Signatures

LEA _____	Date _____
Special Education Teacher _____	Date _____
Parent _____	Date _____
General Education Teacher _____	Date _____
Other _____	Date _____

This form and other ESY packet information (if applicable) must be placed in the student's Special Education File to document the IEP team's consideration of ESY eligibility.

If student is eligible for ESY services, please continue and complete questions #1-3

Student Name _____ Goal _____

1. Current functioning level for identified goal (i.e., level of attainment ESY program is trying to maintain). Include prompt level (if applicable):

2. Identify the instructional program and/or curriculum and/or materials currently being used to address the identified goal:

3. Who has been implementing the identified goal (SLP, OT, PT, classroom teacher, etc.)?

Do not complete this section--to be completed by ESY staff

Summarize the student's performance and current functioning level upon completion of ESY services (attach data):

- Maintained
 Did Not Maintain (explain): _____

ESY Teacher's Signature _____ Date _____

ESY Supervisor's Signature _____ Date _____

Student Name _____

Additional Goal for ESY
Goal _____ of _____

Based on the student's current IEP, please submit the following for each IEP goal on which the student qualifies for extended school year services:

- 1) Eligibility for Extended School Year (ESY) Services form
- 2) Current data sheet for the identified goal
- 3) Blank data sheet

1. Based on a *multi-factored* review of *retrospective* and/or *predictive* sources of educational data, check the area and identify the goal for which the student qualifies for ESY:

- Muscular Control: Goal _____
- Toileting: Goal _____
- Feeding: Goal _____
- Dressing: Goal _____
- Physical Mobility: Goal _____
- Personal Hygiene: Goal _____
- Impulse Control: Goal _____
- Basic Communication (related to self-sufficiency): Goal _____
- Stable Relationships as shown by interaction with peers/adults: Goal _____
- Other predictive areas (specify): _____
Goal _____

2. Please check the reason that formed the basis for the IEP team's determination that the student was eligible for ESY services and complete the appropriate section below (see ESY Guidelines):

Retrospective Data: Regression-Recoupment

If the eligibility determination was based on regression-recoupment data, please summarize the data over two instructional breaks of at least 3 days or longer:

Level of performance before the break: _____ Date: _____
Level of performance after the break: _____ Date: _____

Number of days needed for student to regain his/her previous skill level (rate of recoupment): _____

Level of performance before the break: _____ Date: _____
Level of performance after the break: _____ Date: _____

Number of days needed for student to regain his/her previous skill level (rate of recoupment): _____

Is there a pattern of regression and recoupment such that little or no meaningful benefit occurs due to the degree of regression and the length of time needed for recoupment? Yes No

OR

- Other Predictive Factors (e.g., degree of child's impairment, critical stage of learning) --** The IEP Team has determined that without ESY services, the educational program would be of little or no benefit to the child due to the lack of services during the break. Yes
 No

Describe/summarize the data that supports this decision:

3. Current functioning level for identified goal (level of attainment ESY program is trying to maintain). Include prompt level (if applicable):
4. Identify the instructional program and/or curriculum and/or materials currently being used to address the identified goal:
5. Who has been implementing the identified goal (SLP, OT, PT, classroom teacher, etc.)?

Do not complete this section--to be completed by ESY staff

Summarize the student's performance and current functioning level upon completion of ESY services (attach data):

- Maintained
 Did Not Maintain (explain): _____

ESY Teacher's Signature _____ Date _____

ESY Supervisor's Signature _____ Date _____

ESY Student Information Form

STUDENT NAME _____

TEACHER _____

MEDICAL

Medical Concerns:
Allergies:
Medications:
Vision/Hearing Concerns:

COMMUNICATION

Verbal:
Non-Verbal:
Gestures/Signs:
Augmentative Devices:
Communication Board/Book:
Comments:

BEHAVIOR CONCERNS

List:	Interventions:
Triggers:	
Reinforcers:	
Anxiety Issues:	
Comments:	

TOILETING

Trained:	Indicates independently:
Conditioned:	Schedule:
Diapered:	When/times:
Needs adaptive seat:	Can stand/sit independently during toileting:
Comments:	

MOBILITY

Ambulatory:	Assistive Devices:
Non-ambulatory:	
Non-mobile:	
Physical limitations or restrictions:	
Comments:	

EATING/FEEDING

Independent:	Restrictions:
Eats pureed food:	Eats solid food:
Tube fed:	
Likes:	
Dislikes:	
Comments:	

ACADEMIC SKILLS

Reading:
Writing:
Math:
Computer:
Comments:

Transportation

Safety Harness:
Wheelchair:
Assigned Seating:
Behavior Management Program (describe):
Line of Sight Supervision:

COMMENTS

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Summer Contact Information

Please make sure this information is accurate during the summer particularly if it is different than during the school year. Please have parent mark dates that student will attend on the attached calendar. You will be notified by letter of the location and times of your child's ESY services.

Student Name: _____ Classification: _____
 Date of Birth: _____ Grade _____
 School: _____
 Teacher: _____
 Parent(s)/Guardian: _____
 Home Address: _____
 Home Phone: _____ Emergency Phone: _____
 Additional
 Comments: _____

June 2016

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 21, 22, 23 2016

July 2016

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 12, 13, 14 2016
 July 19, 20, 21 2016

August 2016

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2, 3, 4 2016

JSD Extended School Year Application for Employment (Current District Employees Only)

Indicate the preferred site(s) with a checkmark (✓), and class(es) with a circle.

- Kauri Sue Hamilton School Class** _____
- Heartland Elementary** K-3 4-6
- South Valley** Secondary Students SV Students
- Preschool**
- River's Edge School**

ESY STAFF WORK 8:30 a.m. – 12:30 p.m. on the following days:

- June 20th, 21st, 22nd, 23rd (Note: June 20th is a 4-hour day for planning/training)
- July 12th, 13th, 14th, 19th, 20th, 21st
- August 2nd, 3rd, 4th

NAME _____ DATE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME PHONE _____ CELL _____ WORK _____

DISTRICT EMAIL _____ HOME EMAIL _____

CURRENT SCHOOL _____ POSITION _____

You are expected to work the entire ESY schedule. Days off need to be approved previous to employment by your site supervisor. Some accommodations can be made.

JUNE 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 20*, 21, 22, 23, 2016
*ESY Prep

JULY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 12, 13, 14, 2016
July 19, 20, 21, 2016

AUGUST 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2, 3, 4, 2016

Signature _____ **Due April 15, 2016**

Please submit your application and any questions to the assigned program coordinator.

- | | | |
|------------------------------|-----------------------|--------------------------------|
| • Kauri Sue Hamilton School: | Jenni Eyre | 801-567-8500 (KSHS) |
| • Heartland & South Valley: | Deborah Luker | 801-567-8372 (District Office) |
| • Preschool: | Debbie Ballard | 801-567-8510 (KSHS) |
| • River's Edge School: | Don Link | 801-565-7584 (River's Edge) |