



# **Extended School Year Determination:** Using Predictive Factors with or without Regression and Recoupment

# Training Objectives

## Participants will

- Learn the fact and fiction of Extended Year Services
- Know the process for Extended School Year determinations
- Understand how Regression/Recoupment and Predictive Factors are applied in making Extended School Year determinations



# ESY Fact and Fiction

# ESY Services ARE:

- for a subset of students
- aged 3 to 21
- who are eligible for Special Education
- required to maintain existing skills
- preventing severe regression
- may include teaching a new skill in order to maintain existing skills
- are derived from targeted goals and objectives
- provided in the least restrictive environment



# ESY Services ARE (cont.):

- provided in home, school or community as determined by individually the IEP team
- based on the individual needs of the student
- are determined by the IEP team, including type, amount and duration
- are based on the needs of the individual student
- Provided at no cost to families; however, when there are two or more appropriate programs, the cost of each option must be considered by the IEP team. ECEA Rule 4.03(8)(c)



# ESY Services ARE NOT:

- for every student on an IEP
- automatically provided because the student received services in the past
- based on a disability category or medical diagnosis
- designed to develop new skills unrelated to the maintenance of existing skills
- Required to be provided in integrated settings if the public agency does not provide services at that time for it's non-disabled students



# ESY Services ARE NOT (cont.):

- provided as a substitute for daycare
- a one-size-fits-all traditional summer school
- compensatory education (i.e., making up for missed or inadequate services)
- designed to replace or duplicate alternative community resources
- intended to make up for absences when the parent opts to remove the student from school
- Paid for by the family. If the family opts for additional activities, the family is responsible for the cost.



# ESY Determination Process



# Steps for Determining Eligibility

## Step 1:

- Collect and review progress monitoring data throughout the regular school year based on current goals and/or objectives.
- Pay particular attention to data points collected before and after extended breaks (e.g., winter, spring, summer and fall, and breaks occurring during year-round school).

# Steps for Determining Eligibility (cont.)

## **Step 2:**

Use the progress monitoring data to determine whether there was severe regression and recoupment during the extended breaks;

## **Step 3:**

Review and document the Predictive Factors data, using every Guiding Question;



# Steps for Determining Eligibility (cont.)

## Step 4:

After the regression/recoupment and predictive factors data have been reviewed, the IEP team must answer the following question: ***Without continued supports and services, will the student experience a loss of skill(s) that will significantly jeopardize the educational benefits accrued to the student during the regular school year?; and***



# Steps for Determining Eligibility (cont.)

## **Step 5:**

If the answer is “yes”, the IEP Team must determine the type and amount of service that will be provided to assist the child in maintaining his/her learned skill(s) during the ESY period. If the answer is “no”, then the child does not qualify for ESY services.



# Regression and Recoupment

# Regression

- Regression is the loss of skills and/or knowledge experienced by the student during a break from school.
- Severe regression is loss of skill that significantly jeopardizes the educational benefits accrued to the student during the regular school year



# Recoupment

- Recoupment is the amount of time it takes for a student to recover skills and knowledge lost during a break.
- Pre- and post-break progress monitoring must include enough data points to obtain the rate of recoupment.



# Regression and Recoupment

- Data is analyzed to determine whether this regression and recoupment *significantly jeopardizes* the educational benefits accrued to the student during the regular school year.
  - What does pre- and post-break data show regarding regression of learned skills?
  - After extended breaks how much time does it take the student to recoup lost skills?



# Don't Stop

ESY eligibility cannot be determined only on the basis of regression and recoupment data, even if the child has been determined to have significant regression/recoupment.

**There's More To Do . . .**



# Predictive Factors

# Predictive Factors

After the IEP Team reviews the data, whether or not the student qualifies with significant regression and rate of recoupment, they must next consider the predictive factors data.

Determination is based on the professional judgment of the IEP Team, as well as circumstantial considerations of the child's individual situation at home and in the child's neighborhood and community.



# Predictive Factors (cont.)

The following questions in your ESY forms will guide the process through each predictive factor to be used by the IEP Team in determining whether the educational benefits accrued to the child during the regular school year will be significantly jeopardized if the child is not provided ESY services during extended breaks.



# Student's Rate of Progress

## Guiding Question:

Is the student's rate of progress such that the regression /recoupment are so great that it prevents the student from progressing on his/her goals and/or objectives?



# Student's Rate of Progress Examples . . .

- Johnnie is learning to dress himself after p.e. class. He has learned all the steps except for the final step of fastening his shirt. It has taken him all year and innumerable repetitions to learn the process and is solid in his skills of dressing except for fastening his shirt.
- Susie has learned sound symbol correspondence for the following consonant sounds; /n/, /t/, /c/, /p/, /s/. It took her 5 months of daily repetition to learn the corresponding sounds for the letters.
- Mark learned to answer *What* questions when given 4 months of instruction.



# 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?

# Type and Severity Examples . . .

- A student receives services under S.E.D. She has been diagnosed with Bi Polar Disorder, ADHD, and a Seizure Disorder. She is currently off meds for her bi polar and ADHD and as a result is experiencing significant behaviors throughout the day. There are no issues with her rate of learning.
- A student recently was in an accident and has been diagnosed as having a significant T.B.I.
- An 8<sup>th</sup> grade student has a significant learning disability in the area of reading and is well below grade level.





# Behavioral

## Guiding Question:

Will the student's behavior caused the skills learned during the regular school year be significantly jeopardized if he/she does not receive ESY? Consider the information in the student's behavior intervention plan (BIP), if they have one.



# Behavioral Examples . . .

- A student has had an average of 5 behavioral incidents each week with aggression towards peers.
- A student with Autism Spectrum Disorder (ASD) is on a behavior plan with significant refusal behaviors.
- A student receives services under S.E.D. and is demonstrating self abusive behaviors of cutting.



# 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?

# Physical Examples . . .

- A student with limited physical skills requires positioning changes throughout the day to maintain body alertness. The child has learned to roll over.
- A student using a head pointing system to operate assistive technology and can operate the device with partial verbal prompting.
- A student with Cerebral Palsy requires support and interventions for mobility throughout the school building. The child can walk down a 10 ft. hallway independently with their walker.



# Alternative Factors

## Guiding Questions:

- Has the family planned to access alternative resources that may prevent skills learned during the regular school year to be significantly jeopardized?
- Are there resources the family could access in order for the student to avoid significant jeopardy to skills learned during the regular school year?



# Alternative Resources

## Examples . . .

- Families' private SLP and OT therapists
- Parent has a computer software program that supports review/practice of basic reading skills child has mastered
- Summer Library Reading Program
- Caregiver or Day Care works with child on social skills with peers
- Families plan on traveling the country and will use trip events to support child's reading skills
- Child is scheduled to take part in family-planned community or home activities that may meet the child's need ESY goals



# Ability to Interact with Peers without Disabilities

## Guiding Question:

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



# Ability to Interact with Peers without Disabilities Examples . . .

- Student with autism spectrum disorder and intellectual disability has a goal of playing with a peer during recess on at least three different types of playground equipment. He lives with his mother who works full time and his father who is physically disabled and is unable to leave the home without assistance.
- A child with multiple disabilities has a goal of developing social initiation skills, but lives in an isolated rural area where no opportunities exist for interaction with typical peers.





# Curriculum that Needs Continuous Attention

## Guiding Question:

Does the student 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?



# Curriculum that needs Continuous Attention Examples . . .

- A child learning sign language . . .
- A child learning self-care skills . . .
- A child learning O/M skills . . .
- A child learning self-regulation skills . . .

# Vocational Needs

## Guiding Question:

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



# Vocational Need Examples . . .

- A student has been stocking shelves as part of work placement and has learned to count items to 20.
- A student can now transition to 4 different tasks at his work experience placement.



# Other Relevant Factors

## Guiding Question:

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



# Other Relevant Factors Examples . . .

- Natural Disasters
- Hospitalization
- Traumatic events in the family
- Moving to a new home



# Summary of Determination

Based on the body of evidence, without continued supports and services, will the student experience a severe loss of skill(s) or knowledge that will significantly jeopardize the educational benefits gained during the regular school year?

- Yes (if yes, the student is eligible for ESY services)
- No (if no, the student is not eligible for ESY services)

Regardless of whether the response is “yes” or “no,” provide the rationale and bases for the decision.



# Summary of Determination

If the student is eligible for ESY services, describe the supports/services that are essential, as well as reasonable, to meet this student's individual needs in order to maintain learned skills. Add this information to the ESY section of the IEP.

