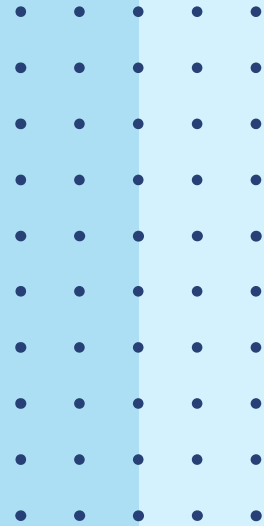


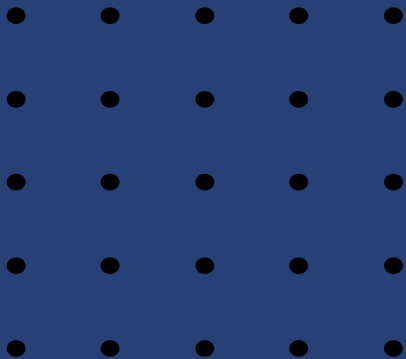
# **ESY Purpose, Options, & Documentation**

Jordan School District 2024

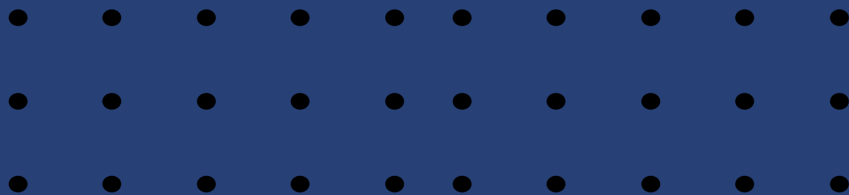


# ESY Purpose

For some students with disabilities, the progress achieved during the school year may erode during scheduled breaks in instruction and may not be re-attained in a reasonable time, which in effect **jeopardizes the overall progress** the IEP team individually determines that a particular student is capable of making from year-to-year.



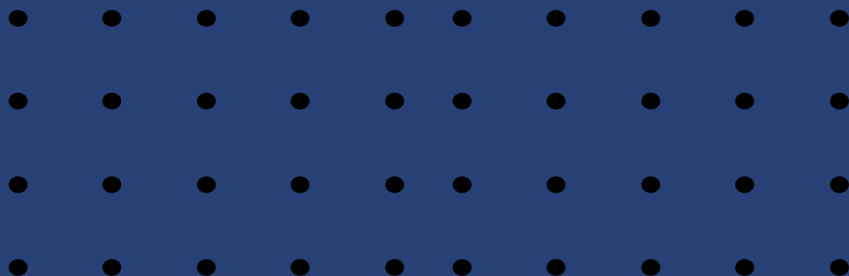
## ESY Purpose



- ➔ To Provide FAPE for students who, without these services, would not be able to make progress on their Individualized Education Plan
- ➔ To maintain established skills, *not* to teach new skills.
- ➔ To address specific goal(s) identified by the IEP team, not to address the entire IEP

## ESY Purpose

- ESY is NOT required or meant to address goals not met
- ESY is NOT to develop new skills not in the current IEP.



# Considerations



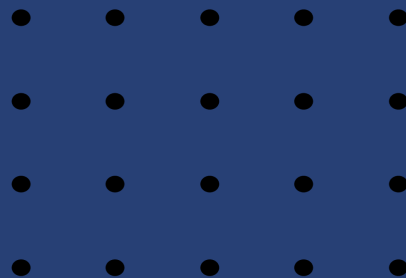
Will the Student  
Experience  
Significant  
Regression?



Is the time it will take  
the student to  
recoup  
excessive?



Is the Student's ability to  
make progress during the  
school year significantly  
jeopardized during the  
school break?



## WHY

The critical question that each IEP team must ask regarding ESY services is whether the learning that occurred during the regular school year will be significantly jeopardized if ESY service are not provided.

ESY is an entitlement **if** the IEP team determines that the student **could not receive a FAPE** without it (reasonable progress towards IEP goals)

# Eligibility

- ESY Decision must be made **annually** based on current data AND as part of an IEP/IEP amendment meeting.
- **COMPLIANCE UPDATE:** This decision must be documented and **attached to** the IEP.
- Previous ESY Eligibility does **NOT** trigger ongoing ESY eligibility

# Eligibility

## Marking the IEP (Services & Placement)

- ➔ If data or level of student needs support that ESY will not be necessary, *Student does not require ESY services* may be marked
- ➔ If it is suspected the student may qualify, or there is not enough data to make this determination now then *ESY decision to be documented before end of current school year* should be marked and data should be collected during breaks in instruction



# Data

Pages 2-3 of the  
JSD Student Data  
Packet

- Begin with a retrospective analysis of skills
- Measure skills before and after breaks and the length of time to recoup previously attained skills.
- You only need to do predictive analysis if retrospective analysis does not determine a need for ESY

# JORDAN SCHOOL DISTRICT

## DETERMINATION OF ELIGIBILITY FOR EXTENDED SCHOOL YEAR (ESY) SERVICES

*Use multiple pages if looking at more than two goals. Complete this data for each goal considered.*

Student Name: \_\_\_\_\_ IEP Date when data was considered: \_\_\_\_\_

- Extended school year services are an entitlement only if a student's IEP team determines, on an individual basis, that such services are necessary for the provision of a FAPE to the student (reasonable progress towards goals).
- **The annual IEP *MUST* reflect the IEP team's decision regarding the need for ESY services**
- **The Extended School Year Services IEP attachment** (pg 4) must be completed for each student for whom "Yes, the student is eligible for services" is selected.
- ESY is considered for each individual student with a disability during an IEP, based on review of **multiple** data sources/factors.
- ESY student programs are provided in the **least restrictive environment**.

Retrospective Data  
is taken first on  
suspected areas

### **Eligibility:**

**Step 1 – Retrospective Analysis – Complete this data for ALL students who's ESY eligibility is "does qualify" or "to be determined"**

Eligibility criteria is based upon excessive time to recoup lost skills after a break. The reasonable recoupment time after a break in training is:

Duration of Break	Reasonable Recoupment Period
8-12 weeks	20 instructional days
3-4 weeks	5-7 instructional days
2 weeks	3 instructional days
1 week or less	2-3 instructional days

Goal:	
Break #1 (FROM THE 22-23 School Year – e.g. Fall break)	
Level of performance before the break _____	Date Measured: _____
Level of performance after the break _____	Date Measured: _____
Summary (after break): <input type="checkbox"/> Student made progress <input type="checkbox"/> Student maintained level of performance <div style="text-align: right;"><input type="checkbox"/> Student regressed and recoupment exceeded expected time frame</div>	
Break #2 (FROM THE 22-23 School Year – e.g. Winter Break)	
Level of performance before the break _____	Date Measured: _____

Break #2 (FROM THE 22-23 SCHOOL YEAR – e.g. winter break)

Level of performance before the break \_\_\_\_\_ Date Measured: \_\_\_\_\_

Level of performance after the break \_\_\_\_\_ Date Measured: \_\_\_\_\_

Summary (after break):

☐ Student made progress

☐ Student maintained level of performance

☐ Student regressed and recoupment exceeded expected time frame

***Summary of Step 1 – Retrospective Analysis***

Student is eligible for ESY based on data for regression/recoupment:

☐ YES - Use this data to complete the data section on the  
*Prior Written Notice of ESY Services – IEP Attachment (Embrace)*

☐ NO - continue to Step 2 – Predictive Analysis

If Retrospective data shows they qualify, you can skip the next step. Update the IEP and complete the rest of the packet.

If not move to page 3 - predictive analysis

**Eligibility:**

- Step 2 – Predictive Analysis**
- Only needed if data from step one **did not** support ESY services
  - Step 1, Retrospective Analysis must be completed for each student

Indicate areas considered as a team in making a determination for the need for ESY Services

**ONLY COMPLETE THIS SECTION AFTER YOU COMPLETED STEP 1 AND ONLY IF DATA FROM STEP 1 IS NOT ENOUGH TO DETERMINE ESY ELIGIBILITY**

- ☐ The professional judgment of the IEP team on data, including those such as:
  - ☐ The degree and nature of the student's disability
  - ☐ The student's rate of progress on IEP goals
  - ☐ Any physical or behavioral concerns regarding the student
  - ☐ The areas of the student's curriculum that need continuous attention
  - ☐ Emerging skills
  - ☐ The student's vocational and transition needs
- ☐ Circumstantial considerations based on information about unique situations in the student's home, neighborhood, or community, including those such as:
  - ☐ The availability of alternative resources
  - ☐ The ability of the student to interact with nondisabled students
- ☐ Anecdotal reports from teachers, parents, caregivers, and related service providers
- ☐ Data from measures of daily performance such as state-wide assessment data, norm-referenced test data, checklists, work samples, and others

Describe/Summarize the **data** used as the basis for the decision. *These concerns should be based on ongoing needs for the student and should specific rationale for this decision.*

*Summarize need for each goal that will be included on the Extended School Year Services IEP attachment (pg. 4). Use Multiple pages if needed.*

Even though much of this appears anecdotal, data about student skills to justify the decision should be included.

***Summary of Step 2 – Predictive Analysis***

Student is eligible for ESY based on data for predictive factors:

- ☐ YES – Use this data to complete the data section on the  
*Prior Written Notice of ESY Services – IEP Attachment (Embrace)*
- ☐ NO – Mark ESY services not needed on IEP and complete the  
*Prior Written Notice of ESY Services – IEP Attachment (Embrace)*

3

*Eligibility Data - Step 2 Page \_\_\_\_ of \_\_\_\_ (Use additional pages if needed)*

01/24

If the student qualifies for services, mark yes, update IEP and complete the remainder of the packet.

If they do not, update the IEP. This information should be put in the student's file.

# Data Collection

→ More Information

See the FAQs document that came with the memo. It can also be found on the forms page.

**Tip**  
Look at multiple sources of data from the current year.

# Documentation

## *Prior Written Notice of ESY Services*

- This form must be used whenever you select
- *ESY decision to be documented before end of current school year*  
When the follow up IEP/Amendment is held, then requires/or does not require services is updated on the Services and Placement page.
- *Student requires ESY services*

This is an IEP Attachment and becomes a part of the IEP.  
It MUST be completed as part of an IEP or IEP amendment with parents

# Documentation

## *Prior Written Notice of ESY Services*

**The IEP Team has determined:**

- ☐ The student is not eligible for extended school year services.
- ☐ The student is eligible for extended school year services.

**NOTE:** ESY services must meet R277-751 and the ESY Services Technical Assistance Manual.

**This action is proposed because:**

**Actions were proposed for the following reasons (include data used as a basis for the action):**

**Describe other options considered and the reasons why those options were rejected:**

**Other factors relevant to this ESY proposal:**

**Describe the ESY program to provide a free appropriate public education based on the individual student needs:**

Date of IEP Meeting where ESY was considered:



Should match IEP or  
IEP amendment date

Decision based on DATA  
recorded on the pg 2-3 of  
ESY Student Data Forms

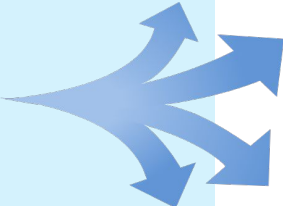
Examples for these can be found  
on page 1 of the ESY Student  
Data Forms OR in the ESY FAQ  
document (SpEd Forms)



# Documentation

## Prior Written Notice of ESY Services

Examples to  
consider when  
completing the  
boxes on the Prior  
Written Notice of  
ESY Services - IEP  
Attachment



### Extended School Year (ESY) Checklist

Memo *Extended School Year (ESY) Qualification Procedures and Timelines* (January 2023) for additional information

You must complete the following steps for all students and submit the following information for all students who are eligible for ESY Services by the **due date of March 22, 2024**. *This date is crucial in order to provide sufficient time for parents to be afforded their rights and for ESY programs to be implemented.*

Student Name: \_\_\_\_\_ IEP Date when data was considered: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Student Grade \_\_\_\_\_

#### STEP ONE:

- COMPLETE ELIGIBILITY DATA STEP 1 - pg. 2 of the *JSD ESY Student Data Packet – SpEd Forms > Extended School Year (ESY)*
- If needed, COMPLETE ELIGIBILITY DATA STEP 2 - pg. 3 of the *JSD ESY Student Data Packet – SpEd Forms > ESY*

#### STEP TWO:

- COMPLETE IEP or IEP AMENDMENT and indicate if ESY services are needed on that IEP
- Complete the **Prior Written Notice of ESY Services - IEP Attachment** (EMBRACE > Add document to IEP or IEP Amendment)
  - **"This action is proposed because"** - Indicate the reason this decision was made (examples below)
    - The student showed significant regression following breaks
    - The student has just begun mastering a skill and needs support to main progress
    - The student is making progress on goals and does not show significant regression over breaks.
  - **"Describe information used to determine the services offered"**
    - Brief Summary of Data from *ESY Student Data Forms*
  - **"Describe other options considered and the reasons why those options were rejected:"**
    - Describe other options considered (including other methods of delivering ESY - e.g., home packets, teacher check-ins/school-based sessions, online instruction sessions, in person district-based sessions)
    - Include why that was not selected (e.g., "Home based packets not sufficient for student needs" or "in person half day sessions not needed for specific goals identified" or "student making progress on goals"
  - **"Other factors relevant to the ESY proposal:"**
    - Include other factors if any
  - **"Describe the ESY program to provide a free appropriate public education based on individual student needs:"**
    - What does the student need to receive FAPE? (e.g., home packets, teacher check-ins/school-based sessions, online instruction sessions, in person district-based sessions)
- Finalize the **Prior Written Notice of ESY Services – IEP Attachment (Embrace)**
  - Attach it to the IEP along with the *JSD ESY Student Data Forms (Eligibility and Goals Pages)*

# ESY Service Options

ESY Services are **not universal**



## IN PERSON

Mimics a shortened school day.  
Often used for children who have ESY goals pertaining to behavior or school routines.



## COMBINATION

Work to be sent home, combined with teacher support during the summer through online sessions or agreed upon in-person meetings to maintain specific academic skills



## ONLINE or IN PERSON ADAPTED

Individual Sessions to work on specific skills such as academic areas



## SPECIFIC

Program designed to meet individual needs as determined by the IEP team in conjunction with district personnel

### Student Specific ESY Services:

If the student needs help in 1-2 academic areas to maintain progress (and access FAPE) you can also consider the option of shorter sessions throughout the summer to specifically work on those skills

- Those can be done virtually, or at a school or neutral location
- They can be done by the teacher at the school, another teacher at the school, or you can talk with Kristin about other options for this
- They can be scheduled individually between the teacher and the parent and student

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**If parents do not want ESY services, the Prior Written Notice of ESY Services - IEP Attachment is still completed and attached to the IEP**

**On the IEP Services and Placement Page document that ESY has been offered and parents have refused.**

# COMPLETING THE REST OF THE STUDENT DATA PACKET

## PAGE 4 -Goals for Extended School Year

- Select Goals Directly from the IEP based on data collected
- Include current functioning
- Include strategies, tools, tips for how you work on this skill
- Include a data sheet showing how you collect data on this goal
- Include a blank data sheet for taking ESY data
- Include materials - ESY classrooms are not stocked with the same items you have available. *Please help these teachers out so that they can be successful with your students!*

JORDAN SCHOOL DISTRICT - GOALS FOR EXTENDED SCHOOL YEAR (ESY) SERVICES				
Student Name: _____ IEP Date when data was considered: _____				
Goals to be addressed during ESY services:				
⊞ <b><i>These are the skills the students need to maintain during ESY. This will be attached to the IEP and a copy submitted with the ESY Materials</i></b>				
	Goal	Current Functioning for this goal: *Percentage or number achieved *Include prompt level if applicable *Ex. 60% correct with one verbal prompt	Who has been implementing this goal: (teacher, para, SLP, etc.)	What materials, tools, methods, reinforcements are used to measure this goal?
1				
2				
3				

# COMPLETING THE REST OF THE STUDENT DATA PACKET

## PAGE 4 -Goals for Extended School Year

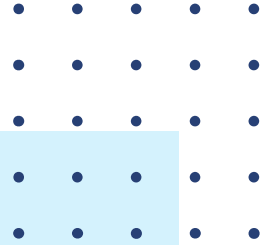
- IF you are doing ESY for your own student(s):
- YOU CAN OMIT SENDING THE DATA SHEETS AND MATERIALS.
- Include present levels
- You will complete the section at the bottom about maintaining skills at the conclusion of ESY services.

*To be completed following ESY services by ESY service providers:*

Summarize the student's performance and current functioning level upon the completion of ESY service. Compare to the data provided above (attach data sheets):

Goal #	Functioning at the completion of ESY services	Maintained? (Explain if no)
#1		<input type="checkbox"/> YES <input type="checkbox"/> NO
#2		<input type="checkbox"/> YES <input type="checkbox"/> NO
#3		<input type="checkbox"/> YES <input type="checkbox"/> NO

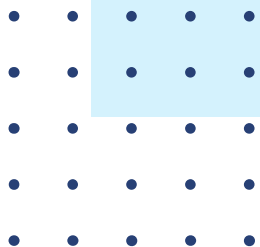
## COMPLETING THE REST OF THE STUDENT DATA PACKET



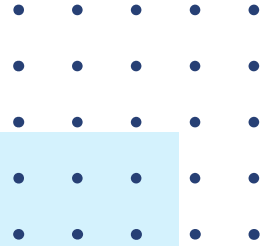
PAGE 5 -Student Information

→ ESY Teachers will usually not know your students. This information is critical for setting them up for success with your kids

IF YOU ARE DOING ESY FOR YOUR OWN STUDENT, YOU CAN OMIT THIS PAGE.



## COMPLETING THE REST OF THE STUDENT DATA PACKET

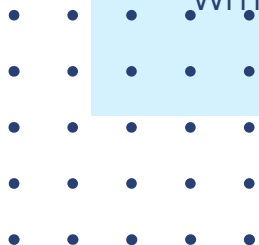


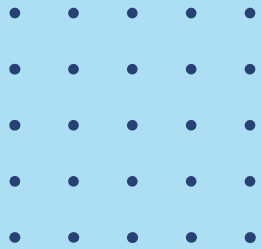
PAGE 6 -Student Attendance (*Preschool Teachers have their own version - SpEd Forms*)

**Please complete with the parents!**

- Parents letting us know if they will not attend all or part helps us with our planning and transportation
- Having emergency contacts is important as ESY will not have skyward access for your students

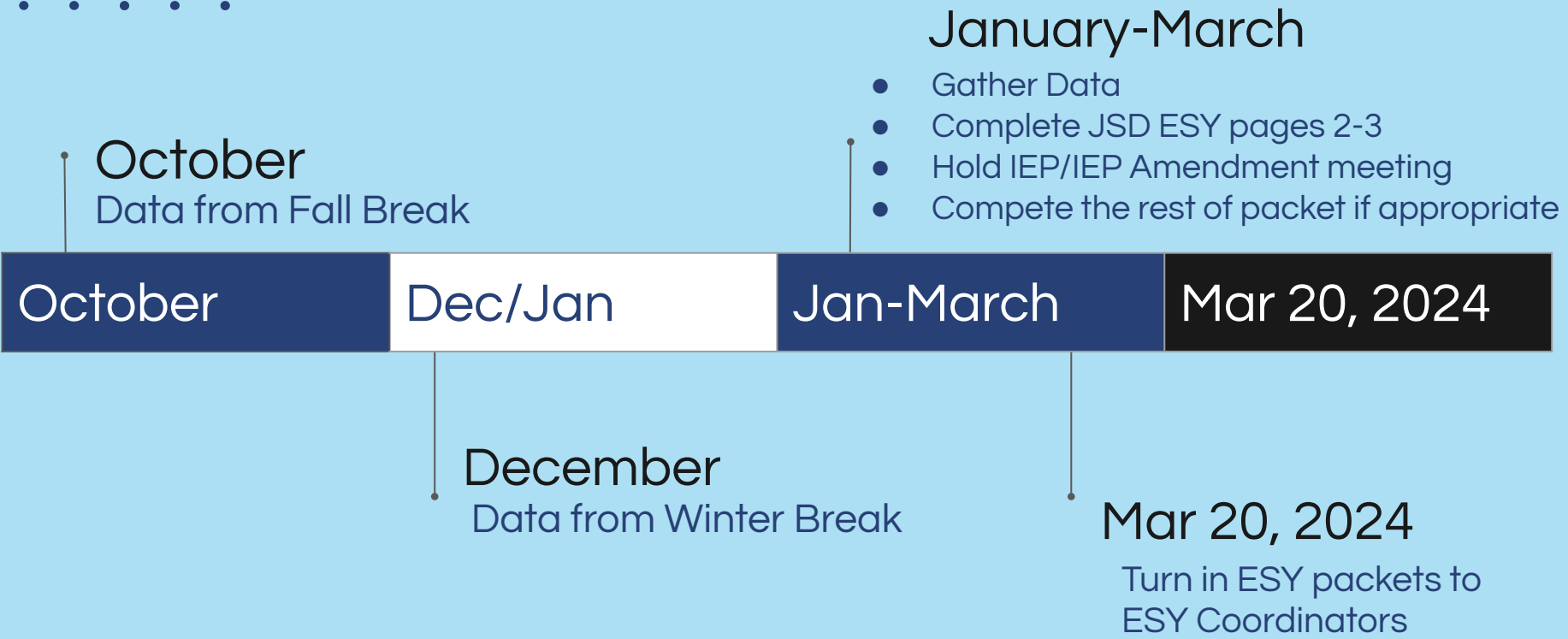
IF YOU ARE DOING ESY FOR YOUR OWN STUDENT, YOU CAN OMIT THIS PAGE AND WILL WORK WITH PARENTS AND THE ESY COORDINATOR TO SET UP WHEN STUDENTS WILL ATTEND





# TIMELINE

IEPS MARKED AS ELIGIBLE OR WILL BE DETERMINED LATER





# OPTIONS FOR EMPLOYMENT

Working in person for 13 half days (one is a prep day) . . .

- We need both teachers and paras to run this program• . .
- The more teachers we have the smaller we can make the classes and the more effective they are.

Working with your individual students on specific skills

- This can be done virtually
- Or in person at the school or at neutral agreed upon location
  - . . . To be paid, you will need to work with Kristin on what the plan will be for that student.
  - . . . Sessions must be spread out through the summer.

# Thank You

Please reach out with any questions  
(Email is great)

[kristin.norris@jordandistrict.org](mailto:kristin.norris@jordandistrict.org)

Phone 801-567-8372 or ext 88372

