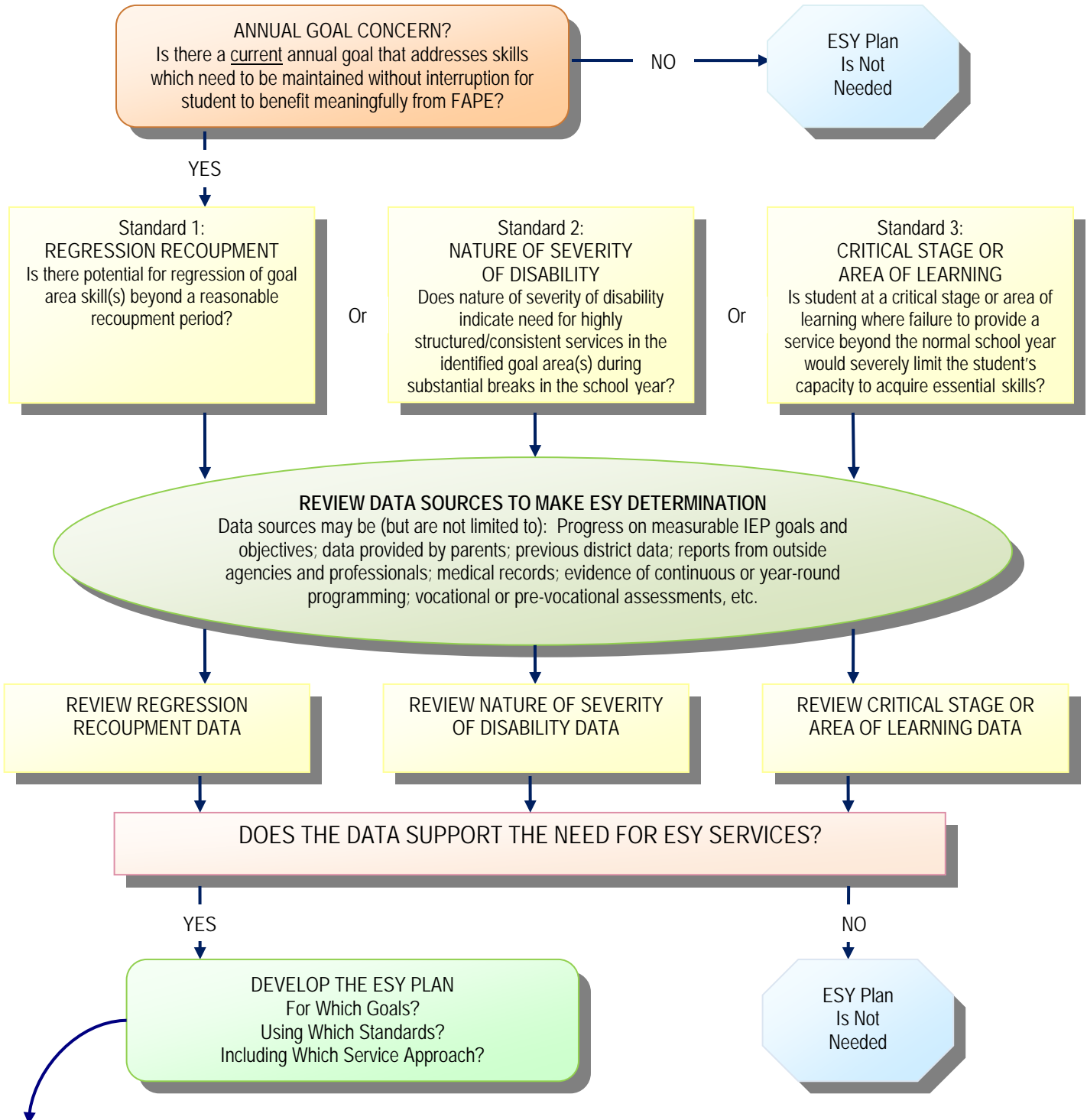




ESY PLANNING REFERENCE FOR IEP TEAM MEMBERS

At Every IEP Meeting, the IEP Team:

- Makes a plan to gather the data needed to assist in ESY determination.
- Determines a need for an ESY Plan Individually. NOT by Disability or Program Category.
- ESY planning should be accomplished at least 45 days before a break to allow for differences of opinion to be resolved.



Consider a Variety of ESY Service Approaches: Examples include (but are not limited to): week of intensive review before beginning of school year; intensive short-term instruction in summer to prevent regression; consultation with job coach, service providers; related services at community recreation program, and school-based programs that vary in length of schedule.

Consider Related Services Along With Instructional Programming.

Consider LRE Differences: LRE requirements for ESY services are not identical to LRE requirements for the normal school year. New programs or goals are not required. Non-educational settings may be appropriate for ESY services. Service approaches may be flexible.

Potential Data Sources

Examples of reliable measures could include but are not limited to:

- Pre and Post Testing;
- Case notes;
- Progress Monitoring data on IEP Goals & Objectives;
- Data recorded and provided by parents;
- Data from another district the student attended;
- Reports from outside agencies and professionals;
- Interviews with present and past teachers or service providers, the parents, and the student;
- Medical records indicating the student has experienced significant trauma;
- Data that indicate continuous or year-round programming is an integral part of the teaching methodology used with the students;
- Vocational or pre-vocational assessments;
- Medical records that indicate an immediate need for services that cannot wait until after a break;
- Data that indicate loss of access to on-the-job training will potentially result in significant delays mastering critical pre-vocational or vocational skills;
- Professional peer-reviewed literature in the goal area(s) of concern that provides research substantiating a critical stage in learning and that this learning must occur without delay;
- Developmental standards within the goal area(s) of concern that indicate the student is at a critical stage of learning.

These measures must:

- Extend across school years (as appropriate);
- Extend across breaks in educational programs, i.e., winter break, spring break, previous summer breaks;
- Extend across changing staff assignments.

Data collection requires instructional objectives to include clearly observable and measurable behaviors, and well-defined criteria for evaluation.

REQUIRED DATA to support a recommendation for Extended School Year program/services:

- Current year's case notes (as appropriate);
- Current year's structured observations (behavioral);
- Assessments;
- Progress Monitoring results, particularly after a break (winter, spring, previous summer breaks);
- Present level of education performance statements;
- Statement of professional judgment;
- Significant change in medical status when appropriate (documented by a physician).

Potential ESY Services:

ESY Services can be delivered in a variety of ways including, but not limited to:

- Traditional classroom setting;
- School-based programs that vary in length of schedule;
- Daily instruction in specific IEP goal areas;
- Small group instruction;
- One or more related services at a community recreation program;
- Cooperative programs with other agencies;
- Intra-school cooperative programs;
- Consultation with a job coach;
- Intensive short-term instruction at various points in the summer months to prevent regression;
- A week of intensive review just prior to the beginning of the school year;
- Home-based programs that include parent training.