

Extended School Year Services Handbook



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School Assurances

Extended School Year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal a school's normal year. The school will utilize specific eligibility criteria to determine their need for ESY services to ensure the provision of Free Appropriate Public Education(FAPE). Services are provided in accordance with an Individualized Education Plan (IEP) and at no cost to parents.

ESY services are available to all students between ages three and 21 who have a current Bulletin 1508 disability classification, current IEP, and who meet eligibility criteria. The decision for ESY eligibility will be made no sooner than January 1 and no later than the beginning of the ESY Program (ESYP). After a student has been determined eligible for ESY services, the IEP team is responsible for designing their ESYP.

Once a student's extended school year services have been planned through the IEP process, the services will be implemented. The school will provide extended school year instruction in a location that is the least restrictive environment option for that student. The services necessary to meet the goals and objectives targeted on the ESY section of the IEP are to be provided.

Careful documentation will be kept in order to evaluate the student's performance and progress towards completion of the ESY goals and objectives. Accurate records of student performance will assist the IEP Team in the upcoming school year to continue the educational program with limited interruption. Ongoing student performance assessment is integral and will be documented on appropriate data collection forms.

Eligibility Criteria

ESY eligibility criteria shall be used in the determination of eligibility for ESY services. The determination of eligibility shall be made prior to the start of summer ESY service. There are three criteria under which a student may be eligible for an ESY- Regression Recoupment, Critical Point of Instruction, and Special Circumstances.

Regression-Recoupment

The Regression-Recoupment criterion is applied to students at all ages and grade levels, including preschool, with significant cognitive disabilities (e.g., students participating in Louisiana Alternate Assessment 1) or those who function like students with significant cognitive disabilities. In addition, the Regression-Recoupment criterion may be applied for any student, regardless of disability classification, who has difficulty with the recoupment of previously learned skills or skill components.

When the IEP Team applies the Regression-Recoupment criterion to a student who is not an Alternate Assessment student (e.g., LAA 1), the IEP Team shall target specific critical goals and/or objectives on the IEP on which to base the eligibility determination. Data are collected on these goals and/or objectives during the school year is used to determine if the student has a regression-recoupment problem and, therefore, is in need of an ESYP during the summer.

In applying Regression-Recoupment, the IEP Team collects data before and after instructional breaks of at least five instructional days. The highest score reached of at least two data points in a two-week period before the break is compared to the highest score reached (of at least two data points) within two weeks after the break. The team uses this data to determine if after a break of five non-instructional days, the student fails to regain the performance level she/he had reached before the break.

Critical Point of Instruction

All other students with disabilities are considered for ESYP eligibility under the Critical Point of Instruction (CPI) criterion.

There are two components to CPI:

- *Critical Point of Instruction-1 (CPI-1)*—in the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development.
- *Critical Point of Instruction-2 (CPI-2)*—in the absence of extended school year services, the student would be at risk of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas). Behaviors to be considered for CPI-2 include self-injurious, ritualistic, and/or aggressive behaviors that negatively impact the health, wellbeing and/or delivery of instruction.

Students determined eligible because of behavioral skills should have goals and/or objectives on the IEP to address those behaviors. Documentation considered by the IEP Team includes a description of the behavior, baseline data, copy of the behavior intervention plan (BIP), and when available, a copy of the functional behavior analysis (FBA). Students exhibiting interfering behaviors and qualifying under CPI-2 should have a goal and/or objectives/benchmarks on the IEP to address those behaviors; and documentation shall include a description of the behavior, baseline data, copy of the behavior intervention plan, and when available, a copy of the functional behavior analysis.

Steps for Applying the CPI Criteria

1. The teacher/instructional personnel examines student performance data and determines whether in the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development (CPI-1) or would be in danger of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas) (CPI-2).
2. CPI-1: The teacher/instructional personnel determines that the student is projected to be at a critical stage in the general education curriculum, and special education services provided during an extension of the regular school year will allow the student to maintain the level of services indicated in the regular year IEP.
3. The teacher/instructional personnel determine that the student will require extended school year services to achieve meaningful benefit in the goal area.
4. The student is eligible for ESY when there is evidence the impact of providing ESY services could enable the student to maintain and/or achieve grade-level expectations and reduce the loss of skill acquisition, fluency and/or maintenance.

Special Circumstances

IEP Teams may choose to apply the Special Circumstances (SC) criterion to students for whom any of the following are applicable:

- Employment
 - A written statement from the student's employer signifying his or her intention to employ the student throughout the summer months; and
 - A current IEP with goals and action steps targeted for transition in the area of employment.
 - The student is eligible for ESY services when there is evidence the student is in need of support to maintain paid employment during the summer months.
- Transition from Early Steps to Part B (Preschool)

- Students transitioning from Early Steps to Part B preschool services who have spring/summer birthday shall be considered for ESY services.
- The student is eligible for ESY when there is evidence from the performance data on the Individualized Family Service Plan (IFSP) that the student will fail to maintain performance skills and will regress without ESY services.
- Transition to Post-School Outcomes
 - Students who have a transition plan and who are expected to exit the school at the end of the school year shall be considered for ESY services. The teacher/instructional personnel shall examine the documentation of the incomplete action steps and corresponding goals that are the responsibility of the school.
 - The student is eligible for ESY when the student is in need of services to complete the action steps that are the responsibility of the school that are not expected to be completed by the end of the student's final year in school.
- Extenuating Circumstances
 - There may be unusual situations or circumstances when ESY services may be needed, but the student does not meet any of the eligibility criteria.
 - The teacher/instructional personnel shall use professional judgment to make the decision whether the student needs ESY services in order to receive FAPE. The teacher/instructional personnel shall determine if a break in instruction will negatively impact or cause the student to lose skills that will restrict the student's ability to function as independently as possible.

Two steps to determine eligibility for an extenuating circumstance are:

 1. consider the previously described ESY eligibility criteria; and
 2. determine there is a need for ESY services through the examination of student performance data.

ESY Eligibility Determination

The ESY eligibility decision for each student is to be made between January 1 and the onset of ESY services for the current school year unless there is sufficient data to make that decision prior to January. After examining the student's performance data one of the following decisions shall be made:

- The student is eligible for services;
- The student is eligible for services, and the parent declines;
- The student is ineligible for services; or
- ESY determination of eligibility will be made later during the same school year.

When the student is determined eligible for ESY services, the team must complete the ESY form of the IEP.

When the IEP Team decides not to make a determination, it shall be documented on the IEP and the ESY decision must be prior to the start of ESY services.

When the student is determined ineligible for ESY services based on student performance data, the parents must receive notification of the determination and informed of their due process rights and procedures.

When consensus regarding ESY eligibility or services cannot be reached and the parents disagree with the decision, the parents shall be informed of their due process rights and procedures.

If the parents of a student with disabilities decline extended school year services, this does not affect other IEP services. ESY does not apply to students who are gifted and/or talented or students on Services Plans.

For further guidance on determining eligibility, see Appendix A.

IEP Team Responsibilities

- The IEP Team reviews instructional data collected during the school year and applies the ESY criteria to determine if a student is eligible for ESY services. The IEP Team determines if the student is eligible/ineligible and notifies parents of the decision. See Appendix A for further guidance.
- Once a student has been determined eligible for ESY services, the IEP Team is responsible for designing the ESYP by completing the ESY form of the IEP document. The ESYP is designed based on the individual needs of the student. If the eligibility decision is not made at the time of the IEP Team meeting, then the IEP will be amended prior to the start of ESY services to add the specific services to be provided during the ESYP.
- If the parent is not in attendance at the meeting when eligibility is determined, she/he will receive notification of the determination decision and be informed of his/her due process rights and procedures. See Appendix A for further guidance.

The school's special education team is responsible for scheduling the beginning and ending date options and the days of the week of an ESYP that accommodate each student's ESY needs as outlined on the IEP. Once the IEP Team has determined the specific goals and/or objectives the student needs to address during the ESYP, the school will design a program that accommodates each student in terms of length of program, location, and transportation, as outlined above. The school may allow students to remain at an ESY site longer than the time indicated on the ESY section of the IEP due to transportation limitations. In that case, a comment will be made on the ESY section of the IEP to indicate this reason.