

Section 10

Extended School Year (ESY)

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I. ESY Definitions

- A. **EXTENDED SCHOOL YEAR SERVICES:** Special education and/or related services provided during breaks in services to maintain skills which the student had previously acquired prior to scheduled breaks in instruction. ESY services are based on the student's IEP and, therefore, are "student specific," or individually tailored programs.
- B. **LIMITED RECOUPMENT CAPACITY:** Previously learned skills are not likely to be relearned when a reasonable amount of instruction is provided for re-learning after breaks in instruction (e.g., winter, spring and summer breaks). In making this determination, the IEP team considers data about the student's learning pattern, regression, and re-learning rates.
- C. **RELEARNING OR RECOUPMENT:** Recovery of skills specified on the IEP to a level demonstrated prior to the interruption in instruction when given a reasonable number of instructional days for re-learning to occur.
- D. **SIGNIFICANT REGRESSION:** Decrease in a student's skill level in one or more skills specified on the IEP which the student cannot relearn within a reasonable number of instructional days once school resumes after a break.

II. ESY General Information and Considerations

- A. **The purpose of ESY is maintenance** of a student's previously learned skill on specific IEP objectives, not the teaching or the learning of new skills. Skills a student can re-learn or recoup given a reasonable number of instructional days once the school session resumes do not meet criteria for ESY services.
- B. **The IEP team** considers the provision of ESY services when the issue is raised in regard to a specific student. This issue can be raised by a parent or by school personnel. When concerns are raised about a student's possible inability to re-learn previously learned skills in a reasonable time after break, the IEP team considers the possible need for ESY and decides if it is needed.
- C. **The need for ESY** is based on the individual student and not solely on the category and/or severity of a student's disability/disabilities. The type and amount of services is based on individual student needs utilizing regression/recoupment data and predictive factors.
- D. **The IEP case manager** collects data about the student's learning and re-learning ability then makes this information available to the IEP team to consider in the decision making process. Parents may also contribute data or information for the IEP team to consider in the decision making process. The IEP team decides if ESY is necessary. All procedural safeguards for IEP development and meetings apply.

- E. Consideration is given to documented evidence of and/or predicted regression and recoupment** of previously learned skills which resulted from an interruption in the instructional program as identified in the IEP. These may include all areas of need including those essential for minimal independence, academics, and areas necessary for community living and related services. Other skill areas may include, but are not limited to muscular control, toileting, feeding, dressing, physical mobility, communication, and behavior. ESY is considered for a variety of students with disabilities, not just those with the most severe disabilities. The consideration of ESY, and the ESY services that are provided to eligible students is documented on the IEP and in the *ESY Addendum*. The *ESY Addendum* is always completed as part of the IEP process.
- F. ESY services may consist solely of related services**, when it is determined that services are necessary for maintenance of a student's previously learned skill on specific IEP objectives

III. Guidelines for Determining Regression/Recoupment

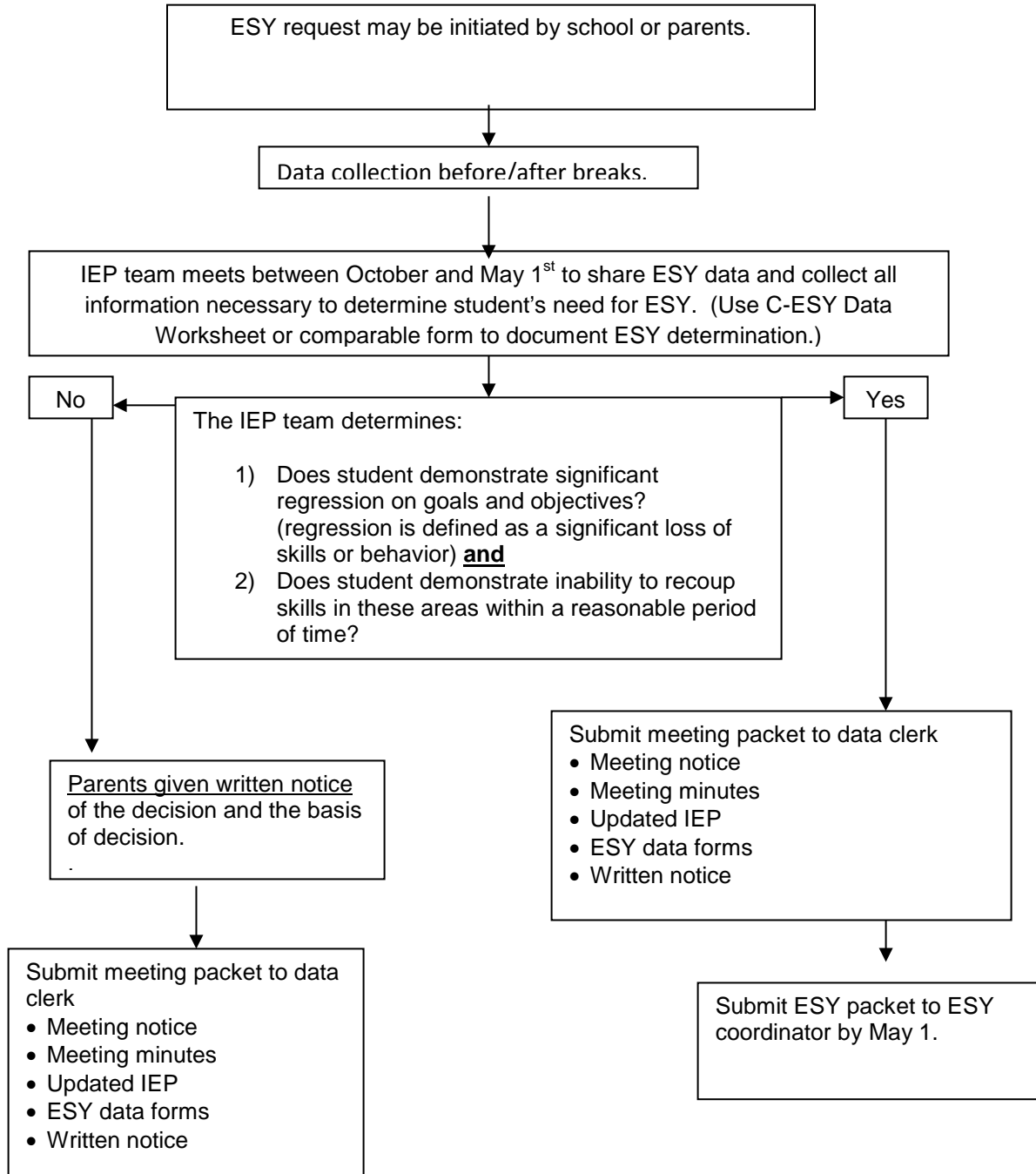
- A. The IEP team determines a student's need for ESY services based on information from a variety of sources. Regression and recoupment are critical factors used in the decision making process.
- B. In determining a student's degree of regression and rate of recoupment, the IEP team considers the following:
1. Identify the goals on the IEP that the student demonstrates significant regression and limited recoupment on or which the team has reason to suspect this may be the case.
 2. To determine regression and recoupment, the IEP team must ensure that the following information is available:
 - a. Data indicating the student's level of functioning on the skills under consideration immediately before the planned break in educational services;
 - b. Data indicating the student's level of functioning on the skills under consideration taken at the conclusion of a reasonable recoupment period after the break in educational services.
 3. Data Collection Periods--

- a. Before/after summer break: The team reviews data obtained immediately before summer break and 4-6 weeks after school starts. If the student has not relearned the skills that he or she had at the end of the previous school year after 4-6 weeks, the student should be considered for ESY services.
 - b. Winter break & spring break: Likewise, if a student has not relearned the skills possessed just prior to any break of at least one week in duration, within the acceptable recoupment period, the IEP team should consider the need for ESY services.
4. Sources of data--Sources of data for documenting regression and recoupment periods may include:
- a. Progress data on IEP goals and objectives
 - b. Behavioral data;
 - c. Progress reports maintained by educators, specialists, and others having direct contact with the student before and after interruptions in the education program;
 - d. Parent reports indicating loss of skills listed on the IEP over break periods;
 - e. Observations by educators and others, and results of curriculum-based assessments.
5. Reasonable recoupment periods are:
- a. 4-6 weeks of instruction following summer break (3 months)
 - b. 3-5 instructional days for a two week break
 - c. 2-3 instructional days for a one week break

ESY Timeline Calendar

September	October	December
<ul style="list-style-type: none"> ❑ Review student files to determine which students received ESY during summer break. ❑ Check all IEPs for students with ESY to be considered and be sure meetings are scheduled before these dates. ❑ If the student has received ESY in the past, compile data for ESY consideration at annual IEP meeting. 	<ul style="list-style-type: none"> ❑ Probe skills under consideration after 4-6 weeks of instruction from the beginning of the school year. ❑ Document skill levels on C-ESY Data form. Identify those skills not recouped to previous level after instructional period. 	<ul style="list-style-type: none"> ❑ Probe skills under consideration before winter break. ❑ Document on C-ESY Data form.
January	February	March
<ul style="list-style-type: none"> ❑ Collect skills under consideration after 3-5 instructional days (after 2-week break). ❑ Document on C-ESY Data form. 		<ul style="list-style-type: none"> ❑ If further data is needed, probe skills under consideration before spring break.
April-May	June	July
<ul style="list-style-type: none"> ❑ Collect data after 2-3 days of instruction, following spring break. ❑ Continue to have ESY or IEP meetings. ❑ Ensure that the ESY Coordinator has all necessary forms by May 1st. 	<ul style="list-style-type: none"> ❑ During the last 10 instructional days of the school year, probe skills of students who will receive ESY over the summer break. ❑ Send data and necessary materials and equipment to ESY Coordinator. 	<ul style="list-style-type: none"> ❑ ESY teachers complete Summer Data for each ESY student. This information is given to the ESY coordinator to go into student records and send to next year's teacher.

ESY: PROCESS FLOW CHART



**Portland Public Schools
 Department of Special Education**

**Extended School Year Data
 (C-ESY Data)**

Date of IEP _____

STUDENT NAME _____ DOB _____ PPS ID# _____

ATTENDING SCHOOL _____ HOME SCHOOL _____ GRADE _____

Specific data are required whenever ESY is under consideration. Obtain and report data for each annual goal for which severe regression and severe recoupment is suspected. Data may be attached to this form if it is collected in another format with copies for distribution.

Annual Goal and Objective: _____

Break	Performance Just Prior to Break	Performance After Instruction/Recoupment Period	Outcomes
SUMMER	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
WINTER	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
SPRING	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain

Annual Goal and Objective: _____

Break	Performance Just Prior to Break	Performance After Instruction/Recoupment Period	Outcomes
SUMMER	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
WINTER	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
SPRING	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain

Annual Goal and Objective: _____

Break	Performance Just Prior to Break	Performance After Instruction/Recoupment Period	Outcomes
SUMMER	Date_____	Date_____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
WINTER	Date_____	Date_____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain
SPRING	Date_____	Date_____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did Not Maintain

Comment: _____

Distribution: Parent or Adult Student; Meeting packet; ESY coordinator

This is an alternate version, available online [here](#).



Portland Public Schools
Department of Special Education

**Extended School Year Data
(C-ESY Data)**

Date of IEP:

Student Name

BD:

PPS ID#

Attending School:

Home School:

Grade:



Specific data is required whenever ESY is under consideration. Obtain and report data for each annual goal for which severe regression and severe recoupment is suspected. Data may be attached to this form if it is collected in another format with copies for distribution.

Add Goal

Remove Goal

Please Note: This will Remove the LAST GOAL You Entered!

Annual Goal and Objective: _____

Date: Maintained Did not Maintain

Performance Just Prior to Break - Summer

Date: Maintained Did not Maintain

Performance After Instruction/Recoupment Period - Summer

Date: Maintained Did not Maintain

Performance Just Prior to Break - Winter

Date: Maintained Did not Maintain

Performance After Instruction/Recoupment Period - Winter

Date: Maintained Did not Maintain

Performance Just Prior to Break - Spring

Date: Maintained Did not Maintain

Performance After Instruction/Recoupment Period - Spring

**Portland Public Schools
 Department of Special Education
 Individualized Education Program
 Extended School Year Addendum**

Date _____
 Month/Day/Year

STUDENT NAME _____ DPB _____ PPS ID# _____

ATTENDING SCHOOL _____ HOME SCHOOL _____ GRADE _____

ADDRESS _____ ZIP _____ PHONE _____

The purpose of this form is to document information regarding Extended School Year (ESY). Refer to Guidelines for Determining Regression/ Recoupment (page 3 of ESY Packet) to complete this form.

Section 1 Complete the following:

Required Information Must Be Substantiated by Written Data

IEP Goals/Objective Areas	A. Does the student have IEP goals and objectives in this area?	B. Does the student demonstrate severe or substantial regression in this area?	C. Does the student demonstrate a limited capacity to recoup skills in this area within a reasonable time?
Motor and Mobility (e.g. fine and gross motor, physical education)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:
Self Management, Independent Living (e.g. personal self care, home management, safety, leisure time, community services)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:
Communication (e.g. speech & language)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:
Social & Behavior (e.g. interactions, impulse control, study)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes

IEP Goals/Objective Areas	A. Does the student have IEP goals and objectives in this area?	B. Does the student demonstrate severe or substantial regression in this area?	C. Does the student demonstrate a limited capacity to recoup skills in this area within a reasonable time?
skills, problem solving)		Documented information follows:	Documented information follows:
Academics (e.g. language arts, mathematics)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:
Vocational & Career Education	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:

Distribution: Parent or Adult Student; Meeting packet; ESY coordinator

Sample

**Portland Public Schools
 Department of Special Education
 Individualized Education Program
 Extended School Year Addendum
 (C-ESY- page 1 of Addendum)**

Date 4/7/2003
 Month/Day/Year

STUDENT NAME Sample Student BD 1-16-87 PPS ID# 123456789

ATTENDING SCHOOL Sample School HOME SCHOOL Sample School GRADE 8th

ADDRESS Sample Address ZIP Sample Zip PHONE Sample Phone

The purpose of this form is to document information regarding Extended School Year (ESY). Refer to Guidelines for Determining Regression / Recoupment (page 3 of ESY Packet) to complete this form.

**Section 1 Complete the following:
 Required Information Must Be Substantiated by Written Data**

IEP Goals/Objective Areas	A. Does the student have IEP goals and objectives in this area?	B. Does the student demonstrate severe or substantial regression in this area?	C. Does the student demonstrate a limited capacity to recoup skills in this area within a reasonable time?
Motor and Mobility (e.g. fine and gross motor, physical education)	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input checked="" type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:
Self Management, Independent Living (e.g. personal self care, home management, safety, leisure time, community services)	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> NA <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows: Maintained Skills	<input type="checkbox"/> NA <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:

IEP Goals/Objective Areas	A. Does the student have IEP goals and objectives in this area?	B. Does the student demonstrate severe or substantial regression in this area?	C. Does the student demonstrate a limited capacity to recoup skills in this area within a reasonable time?
Communication (e.g. speech & language)	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: Regressed in the area of social communication. He maintained in language content.	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: He was not able to maintain the goal of turn-taking with peers. No recoupment skills noted in language content.
Social & Behavior (e.g. interactions, impulse control, study skills, problem solving)	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: Significant regression in following directions and disruptions.	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: He required 4 weeks to recoup social/behavior skills.
Academics (e.g. language arts, mathematics)	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: Eric maintained his skills in writing and reading. However, math skills (problem solving), did regress.	<input type="checkbox"/> NA <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Documented information follows: No recoupment issues in writing and reading. Math problem solving skills recovered after a month's instruction.
Vocational and Career Education	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:	<input checked="" type="checkbox"/> NA <input type="checkbox"/> No <input type="checkbox"/> Yes Documented information follows:

Distribution: Parent or Adult Student; Meeting packet; ESY coordinator

Portland Public Schools
Special Education
ESY REGISTRATION

Current Teacher's Name:

Current School & Phone #

Today's Date: _____

Student Name: _____

Birthdate: _____ Age: _____

PPS ID#: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Phone: _____

Emergency Contact

Name #1: _____

Phone: _____

Emergency Contact

Name #2: _____

Phone: _____

Childcare Provider (if applicable)

Name: _____

Phone: _____

Address: _____

Safety Considerations

Behavior alerts (list):	
FBA/BSP	<input type="checkbox"/> No <input type="checkbox"/> Yes, copy attached
Feeding protocol	<input type="checkbox"/> No <input type="checkbox"/> Yes, copy attached
Seizure or other health/nursing protocol	<input type="checkbox"/> No <input type="checkbox"/> Yes, copy attached
Specialized equipment.	<input type="checkbox"/> No <input type="checkbox"/> Yes, list on Materials and Equipment Page
Communication system	<input type="checkbox"/> No <input type="checkbox"/> Yes, list on Materials and Equipment Page
Safety Plan	<input type="checkbox"/> No <input type="checkbox"/> Yes, copy attached
Other:	

TO BE FILLED OUT BY ESY STAFF:

ESY School Assignment: _____

ESY Teacher: _____

Related Service Provider: _____

Student:	
Teacher:	
School:	
ESY Site:	

GOAL AREAS

MOTOR & MOBILITY

SOCIAL & BEHAVIOR

SELF MANAGEMENT

ACADEMICS

COMMUNICATION

VOCATIONAL & CAREER ED

All equipment and materials must be labeled with student's name.

PRIOR NOTICE OF SPECIAL EDUCATION ACTION (SAMPLE)

Dear: SAMPLE PARENT NAME,

DATE: 4/15/14
MM/DD/YY

This notice informs you of the following action:

Sample Student's IEP team has determined ESY services will be provided in the areas of communication social and academics.

which is a **proposal** or **refusal** to **initiate** or **change**

the following aspect of Sample Student Name's special education:

- Identification
- Placement (other than initial placement)
- Provision of a free, appropriate public education (includes IEP)

This action is proposed because:

ESY services will be provided to Sample Student based on data indicating severe regression and unusually long periods of recoupment.

This action is based on the following evaluation procedures, tests, records or reports:

Data was taken at the beginning of the year and following a week off from school in October. Sample Student's skills regressed and it took him 4 ½ weeks in the fall and 2 ½ weeks following the week off to recoup his skills.

Other options we considered were:

Not offering ESY support.

We rejected these options because:

Not offering ESY support was rejected because teacher data suggests that Sample Student would continue to have significant regression and recoupment problems following school breaks.

Any other factors considered by the team: *None*

Name/Title Sample Teacher Name/Special Education Teacher
Phone (Sample Phone Number)

Parents of a child with a disability have protection under procedural safeguards. For a copy of the Procedural Safeguards or for assistance in understanding this information you may contact:

(Sample Teacher Name) (Sample Title) Sample Phone Number

Memo to Staff Template 1

2013 ESY Information

Please read the e mail below regarding ESY - if you have any questions, DO NOT REPLY to Robin Malone - please forward your questions to Jeff Brown.

From: Jeff Brown -ESY Coordinator
Date: 11/26/2012
Subject: ESY Data Collection

This message is for all staff that needs to be collecting ESY data as per each student's IEP. If the IEP ESY section is marked "Yes" or "To be considered" then each member of the IEP team will need to take ESY data for the goals they are responsible for. You will also want to take data even if the ESY section says "No", if you think the student has shown regression in any of his IEP goals. All ESY decisions must be based on goal data.

ESY services are based on IEP goal data that is collected and shows significant regression of already learned skills and limited recoupment of those skills with a reasonable amount of instructional time to regain the skills. Please refer to the ESY Forms and Guidelines for Determining Regression and Recoupment in the Spec. Ed. Policies Manual on our PPS sped. home web page. ESY services are provided for the identified skills from the IEP that was in place for the majority of the school year. ESY is not for teaching new skills.

Reasonable recoupment periods are:

- *20-30 instructional days for a six to eight week break
- *5-7 instruct. days for a three week break
- *3-5 instruct. days for a two week break
- *2-3 instruct. days for a one week break

Please consult your special education program administrator for additional assistance.

Thank you,

Jeff Brown
Phone: 503-916-3554
ESY Coordinator
jbrown@pps.net

Memo to Staff Template 2

**** High Priority ** 2013 ESY Information**

Please read the e mail below regarding ESY - if you have any questions, **DO NOT REPLY** to Robin Malone - please forward your questions to Jeff Brown, ESY Coordinator.

From: Jeff Brown-ESY Coordinator
Date: March 1, 2013
Subject: Spring Break ESY Data Collection – Reminder!

This message is for all staff that needs to be collecting ESY data as per each student's IEP. If the IEP ESY section is marked "Yes" or "To be considered" then each member of the IEP team will need to take ESY data for the goals they are responsible for. You will also want to take data even if the ESY section says "No", if you think the student has shown regression in any of his IEP goals. All ESY decisions must be based on goal data.

ESY services are based on IEP goal data that is collected and shows significant regression of already learned skills and limited recoupment of those skills with a reasonable amount of instructional time to regain the skills. Please refer to the ESY Forms and Guidelines for Determining Regression and Recoupment in the Special Education Procedures Manual. ESY services are provided for the identified skills from the IEP that was in place for the majority of the school year. ESY is not for teaching new skills.

Reasonable recoupment periods are:

- *20-30 instructional days for a six to eight week break
- *5-7 instruct. days for a three week break
- *3-5 instruct. days for a two week break
- *2-3 instruct. days for a one week break

Please consult your special education program administrator for additional assistance.

Thank you,

Jeff Brown
ESY Coordinator
Phone: x 63554
jbrown@pps.net

ESY Useful Links

[ESY forms \(PPS\)](#)

[Special Instruction Transportation Request \(TD-7\)](#)