

## IMPORTANT POINTS TO REMEMBER

All extended school year services are data-driven. Sources of data may include:

- ✦ historical review of data collected
- ✦ review of current and previous IEP's
- ✦ documented regression and recoupment time
- ✦ classroom observation
- ✦ progress notes
- ✦ attendance information
- ✦ standardized tests
- ✦ samples of student work
- ✦ documented clinical evidence
- ✦ behavior logs
- ✦ parent interviews

Extended school year services are not a replication of the services provided during the school year. Since extended school year services are proposed in order to avoid *substantial* regression, the portion of the child's IEP for ESY services may differ somewhat from the portion of the IEP that governs the provision of services for the regular school year. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction shall not be considered extended year programs.

Resources: MA-603 CMR 28.05 (4) (d)

## ARLINGTON PUBLIC SCHOOLS

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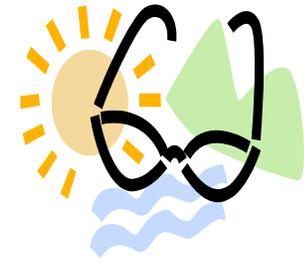
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## *Extended School Year Services*



## *Decision-Making Guide For Parents and Staff*

An extended year program may be identified if a student has demonstrated or is likely to demonstrate *substantial* regression in his or her learning skills and/or experience substantial difficulty in relearning such skills if an extended program is not provided.

All students with disabilities are entitled to free and appropriate public education (FAPE). In order for some students to receive FAPE, services will need to be provided beyond the typical school year.

### **WHAT IS THE CRITERIA FOR ESY?**

Teams collect data regarding the student's skill levels throughout the school year in order to determine whether the student will require extended year services. The Team reviews the data to determine whether the student demonstrates regression or difficulty with recoupment of skills.

Extended School Year services are provided to prevent *substantial* regression and to assist in recoupment of those skills already being addressed on the IEP.

Regression and recoupment consist of inter-related elements:

-the loss of performance levels that were attained before a break in service

-the child's limited learning rate, which lengthens the amount of time the child requires to review and/or relearn previously attained objectives, and

-the time for that child to accomplish such recoupment is greater than the period of time the school district allows all other children for review and/or relearning.

### **HOW WILL WE KNOW?**

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Some important considerations:

- ✓ Does this student need extensive review to demonstrate previously learned skills?
- ✓ What inconsistencies does the student demonstrate in mastered or partially acquired skills?
- ✓ Has the student reached a critical point of instruction or behavior management where a break in programming would have serious, detrimental effects?
- ✓ Is there a degenerative medical condition that might cause regression?
- ✓ Will a break in programming jeopardize the student's placement in the Least Restrictive Environment?
- ✓ Is there a lack of progress in meeting short-term objectives over two marking periods?
- ✓ Are there significant regression/recoupment problems over short-term vacation periods or other breaks in the school year?

### **WHEN WILL SERVICES BE PROVIDED?**

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Extended school year services are provided in the summer for a typical period of 4-6 weeks.

### **WHAT DOES ALL THAT LOOK LIKE?**

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For each skill area on a child's IEP, Teams must describe the skill level prior to a vacation; level after the vacation; and time it takes to reach the prior skill level again.

Your child's teachers must collect data regarding skills in each area on your child's IEP. These include:

Math: computation; problem solving; word problems

Reading: decoding; sight words/vocabulary; fluency; reading comprehension

Writing: sentences; editing; long composition; organization

Speech and Language: vocabulary; articulation; fluency; expressive language; receptive language

Occupational Therapy: motor; sensory integration; visual perception; visual motor; handwriting

Physical Therapy: functional motor skills; muscle strength; postural stability; physical endurance; range of motion

Preschool: social; emotional; cognitive; self-care

Other: social/emotional; behavior; attention/focus