

## EXTENDED SCHOOL YEAR SERVICES DECISION-MAKING GUIDE

Use this form to assist with ESY determinations and include it with the student's IEP. The CCC must document its determination of the Student's need for ESY services on the IEP, including length, frequency, duration, and location of any ESY special education and related services to be provided.

Student \_\_\_\_\_

Date \_\_\_\_\_

**Part I:** The CCC should gather and review information in response to the following questions as the first step in determining a student's need for ESY services. Because the list of factors and questions is not exhaustive, the CCC should also gather, review, and consider all other information it deems relevant or necessary for its decision making.

What critical skills is the student working on?

- Does the student's IEP have annual goals with skills essential for the student's maintenance of academics (for preschool children – maintenance of appropriate activities), behavior, communication, or self-sufficiency and independence?
- Is the student working on skills that are required across a variety of environments?
- Is the student working on decreasing behaviors that interfere with the student's functioning at school or in the community?
- Is the student working to develop behaviors to increase the student's independence or functioning at school or in the community?
- Is the student working on skills designed to increase the student's independence, such that if the student cannot perform the skills, assistance from another person will be necessary (e.g., daily living skills, academic skills, behavioral skills)?

Were any IEP goals unmet?

Are there any barriers to the student meeting the IEP goals? If so, what are they?

- Has the student had frequent health-related absences that have impeded the student's progress on his or her IEP goals?
- Has the student experienced behaviors that have interfered with the student's ability to progress toward achievement of his or her IEP goals?

Are there other reasons for the student not meeting one or more of the IEP goals?

What is impacting the student's rate of progress?

- Is the student's rate of progress or lack thereof likely to prevent the student from receiving educational benefit during the school year? [Note: lack of progress on goals and objectives is NOT a prerequisite to ESY services.]

Is there anything unique about the student's present level of performance or the nature or severity of the student's disability that would indicate the need for ESY services?

Is there historical or predictive data that the student has or will experience skill regression during an interruption of educational services or that the student has or will experience difficulty recouping lost skills?

- Do the student's difficulties with regression and recoupment make it unlikely that the student will maintain the critical skills and behaviors relevant to the student's IEP?

Is there a likelihood of the student being placed in a more restrictive placement?

- Is the student working on skills designed to allow the student to move to a less restrictive environment or to prevent placement in a more restrictive environment?

Are continuous or year-round services an integral part of the student's ability to acquire or retain a skill or behavior?

- Is the student at the point of readiness for acquiring a critical skill such that an interruption of services will result in the loss or significant reduction of the student's ability to acquire the skill?

Are there special circumstances unique to this student's situation and not addressed by the other factors that will have an impact on the student's need for ESY services or the provision of a free appropriate public education

- Is the student at a critical point of meeting an IEP goal related to self-sufficiency and independence?
- If a student's behaviors have previously interfered with the student's ability to acquire a critical skill, is there a window of opportunity for assisting the student to acquire that skill because the previously interfering behavior is currently under control or otherwise diminished?

**Part II:** Using the information gathered in Part I, identify which of the following are applicable to the student's situation (check all that apply).

**REGRESSION/RECOUPMENT**

- The student experiences or is expected to experience regression for mastered and partially mastered critical skills. That is, the student is expected to revert to a lower level functioning – evidenced by a measurable decrease in the level of behaviors or skills – as a result of an interruption in educational programming.
- and
- It is not expected that the student will recover the level of mastery of behaviors or skills within a reasonable amount of time after the interruption of educational services.

**2. BREAK-THROUGH LEARNING OPPORTUNITY**

- The student is at a critical point of skill acquisition or readiness, and the student's ability to acquire the skill will be lost or greatly reduced as a result of an interruption of services.
- and/or
- The student is at a critical point of skill acquisition or readiness, and the student's ability to acquire the skill will be lost or greatly reduced by an escalation of previously diminished behaviors (i.e. the student is able to take advantage of a break-through learning opportunity because behaviors that previously interfered with the student's learning and skill acquisition have currently been diminished)

**3. SPECIAL CIRCUMSTANCES OR FACTORS**

The CCC must consider whether special circumstances or factors are indicative of the student's need for ESY services. Because the following list is not exhaustive, nor is it intended to be, the CCC should identify any other special circumstances or factors that are indicative of the student's need for ESY services as part of a free appropriate public education.

- The degree, nature, or severity of the student's disability
- The ability of the student's parents to provide educational structure at home
- Behavioral or physical challenges
- The lack of availability of alternate resources
- The student's ability to interact with children without disabilities
- The area of the student's curriculum that needs attention
- The student's vocational needs
- The likelihood of a loss of independence from caretakers
- The likelihood of a more restrictive placement
- Interfering behavior
- The degree or rate of progress on annual goals
- Continuous or year-round services are an integral part of the student's ability to acquire or retain a skill or behavior
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Based on the CCC's review and consideration of all relevant information, the CCC determines that the student:

- \_\_\_\_\_ needs ESY services in order to receive a free appropriate public education.
- \_\_\_\_\_ does not need ESY services in order to receive a free appropriate public education.

If the student needs ESY services, identify the **critical skill(s)** to be addressed by those services:

---

---

The CCC should complete the IEP, identify the goals and objectives that will be the focus of the ESY services and indicate the initiation and duration dates, as well as the length, frequency, and location of the special education and related services to be provided. The *Extended School Year Services Decision-Making Guide* should be attached to the IEP.