



**EXTENDED SCHOOL YEAR
GUIDELINES
FOR STUDENTS WITH
DISABILITIES**

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Purpose

The purpose of the Extended School Year (ESY) Guidelines is to provide complex area and school staff with information and resources regarding ESY for students with disabilities. The ESY Guidelines is not intended to be all-inclusive but rather a resource to share important information with all complex area and school staff in determining the need for ESY, documenting Individualized Education Program (IEP) goals to be addressed, and the frequency and duration of special education and related services.

Laws Relating to Extended School Year for Students with Disabilities

Pursuant to the Individuals with Disabilities Education Act (IDEA), ESY must be provided only if a child's IEP team determines on an individual basis in accordance with 34 Code of Federal Regulations (CFR), §§ 300.320 through 300.324, that the services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the child. In implementing the requirements, a school may not limit ESY services to particular categories of disability; or limit the type, minutes of service, or duration of those services. (34 CFR § 300.106(a))

Additionally, according to the Hawaii Administrative Rules (HAR), § 8-60-7, ESY is defined as: "special education and related services that are provided to a student with a disability, beyond the normal school year of the department, in accordance with the student's IEP, and at no cost to the parents."

What ESY is and What ESY is Not

ESY must be determined by the IEP team, which includes the parent(s)/legal guardian(s) and the student, if appropriate. The decisions are based on individual student data; therefore, services will vary from student to student.

ESY is:

- Special education and related services which considers factors such as the **nature and severity** of the student's disability, areas of learning crucial to attaining **self-sufficiency** from caregivers (i.e., communication, self-help, behavior, etc.), **regression, and recoupment**.
- Provided beyond the regular school year for students with disabilities, aged 3 to 22, to extend their educational program to receive a FAPE.
- Determined by the IEP team if a student needs these services to receive a FAPE.
- To address individualized, prioritized IEP goals in the student's current IEP.
- The extended provision of specially designed instruction (SDI). SDI is defined as:
 - *"Specially designed instruction means **adapting**, as appropriate to the needs of an eligible child under this part, the **content, methodology** or **delivery** of instruction –*
 - (i) *To address the **unique needs** of the child that result from the child's **disability**; and*
 - (ii) *To ensure **access** of the child to the **general curriculum** so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children." (34 CFR § 300.39(b)(3))*

➤ Features of SDI include:

- Explicit, intentional, and systematic instruction that is delivered to the student, not differentiated instruction, accommodations, active learning strategies, or other activities designed to facilitate learning for all students.
- Addressing individual student needs, including communication, academic, behavioral, social, health, and functional skills.
- Addressing and monitoring IEP goals, which are “sufficiently ambitious” and designed to enable the student to achieve grade-level content standards or close the learning gap.
- Designed and delivered for individual students by a special education teacher or a related service provider. The following are roles and responsibilities:
 - Special Education Teachers: Design and deliver SDI based on the student’s unique needs.
 - General Education Teachers: Design quality Tier 1 instruction and participate in the delivery of SDI.
 - Educational Assistants (EA): Assist in delivering SDI under the supervision of a special education teacher who provides training on the implementation of SDI to the EA.
- Provided in any location, including multiple locations during the school day, as long as the location is consistent with the student’s IEP and the student’s least restrictive environment.

ESY is **NOT**:

- Summer Fun.
- Based on the requirement that a student first experiences regression and/or recoupment.
- Provided because the student received services in the past.
- Based on a disability category or medical diagnosis.
- Provided as childcare or respite.
- Compensatory services to make up for services that were not provided during the school year.
- Advancement or remediation services (i.e., summer school, credit recovery, etc.) to address learning deficits accrued during the school year.

How to Determine ESY

Following are the steps the IEP teams will take to determine and implement ESY services:

Step 1: Prepare Prior to the IEP Meeting

The IEP team members include the parent(s)/legal guardian(s), special and general education teachers, administrator, related service providers, other specialists, and the student if appropriate. Prior to the IEP meeting, it is imperative that data is collected by the teacher(s), related service providers, etc. In particular, data should be collected prior to and after breaks in service (i.e., fall break, winter break). Data will be reviewed and analyzed by the IEP team to determine student needs, including the provision of ESY.

Step 2: Review and Analyze Data

During the IEP meeting the IEP team reviews the various data sources and determines the present levels, IEP goals, SDI, related services, supplementary aids and services, and placement. The next step is to determine if ESY services are needed to provide a FAPE. It is essential to review student progress and growth data over time.

As in all IEP decisions, it is based on the analysis of relevant data. Data sources pertinent to ESY include, but are not limited to, the following:

- Progress monitoring data on attainment of IEP goals.
- Anecdotal information or observations on IEP goal attainment before and during breaks in educational programming.
- Data and observations regarding the student's performance after long weekends, vacations, and past summer breaks.
- Data that indicate continuous or year-round programming is an integral part of the teaching methodology used with the student.
- Medical records 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 in mastering critical prevocational or vocational skills.
- Professional peer-reviewed literature in the IEP goal area(s) of concern provides research substantiating a critical learning stage and that this learning must occur without delay.
- Developmental standards within the IEP goal area(s) of concern indicate that the student is at a critical learning stage.
- Data indicates the student will always require support from another individual to complete tasks such as self-care (i.e., hygiene, feeding, navigating the environment, etc.). It is the IEP team's responsibility to identify the level of support needed and the IEP goals the student can realistically achieve.

The IEP team makes the determination regarding the need for ESY services through the IEP process. The determination of ESY eligibility must be based on the student's current and predictive performance on IEP goals. The IEP team must consider not only existing data but also expected data on recoupment abilities.

IMPORTANT INFORMATION: In situations where the IEP team does not have data regarding critical skills, the IEP team may need to reconvene an IEP meeting when there is sufficient available data to determine a student's need for ESY, including services, frequency, and duration.

Step 3: Analyze Factors and Select ESY IEP Goals

The IEP team must analyze data in order to select appropriate ESY IEP goals while considering the following factors, including, but not limited to, the following:

1) Nature of the Disabling Condition

The nature of the student's disability is such that the interruption of the educational programming of critical skills caused by the school break is likely to prevent the student from receiving some benefit from their educational program during the regular school year.

Considerations:

- a) Are there contributing factors that have impacted progress (i.e., health, multiple illnesses, etc.)?
- b) Does the nature of the student's disability impact the emergence of a critical skill or the maintenance of learned critical skills?
- c) What are the IEP goals that address critical skills or the maintenance of critical learned skills?

2) Severity of the Disabling Condition

Although no eligibility category is excluded from consideration for ESY, the severity of the disabling condition is a critical learned key factor in the ESY eligibility determination. Students whose disabling condition is severe may require ESY to receive a FAPE.

Considerations:

- a) Does the student require highly structured or consistent programming without substantial breaks in service to make progress in the identified IEP goal area(s) of concern?
- b) Will the student's disability severity cause the student's critical skills during the regular school year to be significantly jeopardized if they do not receive ESY?
- c) What are the IEP goals that address critical skills to be learned or the maintenance of critical learned skills?

3) Areas of Learning Crucial to Attaining the Goal of Self-Sufficiency and Independence from Caregivers

Data indicating critical skills crucial to reaching the goal of self-sufficiency are emerging should be considered.

Considerations:

- a) Is the student at a crucial stage in mastering a critical skill to gain self-sufficiency and independence from caregivers?
- b) Are there emerging skills and breakthrough opportunities (as when a student is on the brink of learning to read) that can and should be incorporated into the eligibility analysis? If the student is in a critical stage of developing a skill that has great potential for increasing self-sufficiency and such a skill is not completely acquired and mastered, is it likely that the current level of acquisition will be lost due to the interruption of education?
- c) What are the IEP goals that address critical skills or the maintenance of learned critical skills?

4) The Extent of Regression Caused by Interruption of Educational Programming

The extent of regression is a decrease of previously learned critical skills due to an interruption in educational programming. Consider student performance over time, not on

a single data point, and the extent of regression related to the break in educational programming. All students exhibit a regression of skills during extended breaks. However, if the extent of regression is more than what a student without a disability would experience, ESY may be warranted to address learning loss.

Considerations:

- a) Does the data indicate the student is experiencing significant regression that will jeopardize the educational benefits accrued during the regular school year?
- b) Do breaks in instruction negatively impact the student's rate of progress toward expected mastery?
- c) What are the IEP goals that address critical skills or the maintenance of learned critical skills impacted by regression?
- d) What is the extent of regression (e.g., determine how many days without instruction will result in significant regression of previously learned skills)?

5) Rate of Recoupment Following Interruption of Educational Programming

The rate of recoupment is the time it takes to relearn critical skills at the same level demonstrated prior to the interruption of educational programming. Pre- and post-break progress monitoring must include enough data points to obtain the rate of recoupment. The data is analyzed to determine whether this rate of recoupment significantly jeopardizes educational benefits during the regular school year. Thus, it is critical to collect pre- and post-break data in addition to the year-round progress monitoring.

Considerations:

- a) Does the data indicate the student is experiencing a significant rate of recoupment that jeopardizes previously learned critical skills?
- b) Does the student need extensive review to demonstrate previously learned skills?
- c) Is the student's rate of progress such that recoupment prevents the student from progressing on their IEP goals?
- d) What is the rate of recoupment (e.g., determine how many days a student needs to regain skills they previously learned)?

How to collect data to determine Regression/Recoupment:

The special education teacher(s) and the related service provider(s) will collect data immediately prior to and immediately following an interruption in educational programming to determine the student's performance on their IEP goals. The data will be used to determine if the student exhibits need for ESY.

To determine the critical skill (academic or non-academic) related to the IEP goals to target during ESY, the special education teacher(s) and/or related service provider(s) should:

1. Review the data that was collected prior to discontinuation or interruption in services.
2. Compare the data above to the data collected immediately after the student returns.

3. Measure how long it takes to return the student to performance level prior to the interruption. This will inform the IEP team as to how long the student can go without skill support before experiencing significant regression.

6) Special Circumstances or Other Factors

Additionally, the IEP team may determine whether, without ESY services, special circumstances or other factors will prevent the student from receiving benefits from their education program during the regular school year.

NOTE: If the student **DOES** meet the criteria for ESY, proceed to **Step #4**.

If the student **DOES NOT** meet the criteria for ESY, proceed to **Step #5**.

Step 4: Determine ESY Services

As a data-driven decision focused on the individual needs of the student, ESY services will vary in type, intensity, location, inclusion of related services, and frequency and duration. When considering whether ESY is required, the IEP team should reflect on the student's present levels of performance and each IEP goal in the student's IEP. If the IEP team is concerned about progress on any IEP goal, the IEP team must consider the IEP goal against each ESY factor and whether a student will receive FAPE if ESY is not provided. If the IEP team determines that the benefits the student gained during the regular school is significantly jeopardized due to one of the factors, the student meets the criteria for ESY. This step is to determine which services will be provided, including frequency and duration.

Service Considerations

- Related services are to assist the student in benefiting from special education. Consult with the qualified related service personnel to determine the frequency and duration needed to support the student based on previously implemented strategies and progress.
 - How much SDI and/or related services are needed for the student whose critical self-help and life skills are emerging, and a break would result in the student's inability to obtain independence? Examples of critical self-help and life skills that allow for independence are (but not limited to) communication, toileting, eating, mobility, social skills, impulse control, and appropriate interaction with others, etc.
- Does the intensity, frequency, and/or duration of the SDI and/or related services need to be adjusted? If so, why?
- How much SDI and related services are needed?

Least Restrictive Environment Considerations

Least Restrictive Environment (LRE) considerations are always the same as in the regular school year, although the decision of the LRE may be different for ESY services. The IEP team must discuss the LRE for ESY separately from the regular school year ESY keeping the "Holland" factors in mind, which include the following:

- 1) The education benefits of the general education classroom with supplementary aids and services as compared with the educational benefits of the special classroom.

- 2) The nonacademic benefits of interaction with students without disabilities.
- 3) The effect of the student's presence on the teacher and other students in the classroom.
- 4) The cost of mainstreaming.

- Determine the student's LRE for the SDI and/or other services to be provided during ESY.
- Is the student's LRE available during ESY on the home school campus? If not, is the student's LRE available during ESY on a school campus within the complex area? If there are no appropriate Hawaii State Department of Education (Department) placements, are there non-Department settings that will be considered? Examples of non-Department settings are the Boys and Girls Club, Parks & Recreation Programs, YMCA, etc.
- Is the student programmatically placed at another school to receive ESY services? If yes, transportation will be provided to and from the student's residence and the school where ESY services will be provided as part of the Department's offer of a FAPE.

NOTE: It is recommended that IEP meetings for students who are likely to require ESY services occur no later than the end of the third quarter for logistical planning and staffing purposes.

Step 5: Document ESY Services

After the IEP team has determined if the student requires ESY services or not, the following shall be documented in the IEP and the Prior Written Notice (PWN):

IEP

In the IEP ESY section, include the following information:

- Whether or not the student needs a program of special education and/or related services that extends beyond the regular school year. If yes,
 - Identify which services, if any, will be delivered.
 - Document the frequency and duration of the services to be provided (e.g., one hour per day, five times per week for three weeks; one hour per day, three days per week, for five weeks). Be sure to include the specific dates services will be provided.
 - Provide IEP goals that will be addressed during ESY.

PWN

In the following sections of the PWN, include information, as applicable:

- *"Description of the proposed or refused action"* section includes a statement that is factually grounded or informative, which includes the following:
 - What ESY services (special education and/or related services) will be provided, the frequency, and duration?
 - LRE for the SDI and/or other related services to be provided during ESY taking into consideration the need for interaction with typically developing peers.
 - The dates ESY services will be provided.

- *“Explanation of why the action is proposed or refused”* section explains in detail how the decision was made. The explanation must address the following areas:
 - The factors and rationale that were considered for each of the proposed and refused action regarding ESY.
 - State the rationale for the LRE for ESY services.
 - If ESY is necessary due to regression and recoument, include a statement when ESY services will be provided (e.g., student will receive special education services and/or related services after a 14 calendar daybreak in services due to the extent of regression and the rate of recoument).
- *“Description of other options considered”* section includes a description of any other options that were considered for ESY, including, but not limited to, the following:
 - Other ESY services (special education and/or related services), including frequency and duration.
 - Other LRE for ESY services (if applicable).
- *“Reasons these options were rejected”* section explains in detail why the other options regarding ESY were rejected. The explanation must address the following areas:
 - Explain the rationale for why the other options for ESY were rejected.
 - If there are no other options for ESY, explain why there are no other options.
- *“Description of each evaluation procedure, test, record, or report of the proposed or refused action”* section describes all information and data used to determine proposed or refused action for ESY.
 - Identify current and existing data that substantiate the decisions for the proposed or refused action for ESY.
- *“Description of any other relevant factors”* section describes in detail any additional factors that were relevant to the proposal or refusal for ESY.
 - Describe other relevant factors to the proposed and refused action that was not addressed in the other sections.
 - If there are no other factors to consider for ESY, write a statement explaining that this requirement was considered; however, there were no other factors to consider under this particular set of circumstances.

Step 6: Implement ESY Services

Prior to the ESY Session

Regular School Year IEP Care Coordinator Duties:

- Ensures materials, curriculum, data collection system, communication system, etc., used in the regular school year are available for ESY.

During the ESY Session

ESY Special Education Teacher Duties:

- Designs and delivers SDI and ensures related services as described in each student’s IEP are provided.
- Collects data and monitors student’s progress and provides pertinent information to parent(s)/legal guardian(s), the ESY coordinator, and other service providers, as deemed necessary.

- Provides program supervision for those responsible for implementing the student's program, such as educational assistants, etc.

After the ESY Session

ESY Special Education Teacher Duties:

- Evaluates student's progress and completes the ESY progress reports.
- Enters progress report into the Department's system within ten (10) days of the end of the ESY session.
- Collects student's progress data (progress reports, observations, graphs, and other reports) from the related service provider(s).
- Disseminate Progress Reports for summer break and more often if needed as determined by the IEP team.
- Ensures that materials, curriculum, data collection system, communication system, etc., used during ESY are returned to the ESY coordinator.

Extended School Day

Extended School Day (ESD) is services delivered beyond the school day whenever it is necessary to enable the student with a disability to receive a FAPE, that is, special education and related services, which are individually designed to provide educational benefit to the student with a disability. The process to determine ESD is the same as ESY, which includes consideration of factors, such as nature and severity of the disability, independence from a caregiver, and the extent of the regression, and the rate of recoupment after a break in educational programming. Therefore, ESD is part of ESY and not a separate entity in itself.

Appendix A

Frequently Asked Questions

Question 1

What should the IEP team do if there is no regression and recoupment data available to determine eligibility for ESY?

Answer 1

Since regression and recoupment are not the only factors to be eligible for ESY, the IEP team is still obligated to consider all other factors and make a predictive decision. Typically, without data indicating the need for ESY, the IEP team would determine ESY is not needed. However, schools are reminded of their duty to collect data, schedule a subsequent IEP meeting to analyze the data, and revise the IEP if the student is eligible for ESY. Note, it is on rare occasions that there is insufficient data available as data sources include anecdotal or qualitative information, such as therapist notes, information from the family or previous providers, and other individuals who have worked with the student, perhaps through informal observations. All available data should be considered by the IEP team in the decision-making process.

Question 2

For students who have been placed in private schools as a result of a due process hearing or IEP team decision indicating ESY services are necessary, is the school responsible for ensuring ESY services are available?

Answer 2

Yes. If the student was deemed eligible for ESY as a result of a due process hearing or IEP team decision and the student is placed in the private school, special education and related services must be made available to the student.

Question 3

Must a school provide ESY to students who are parentally placed in private schools?

Answer 3

No. For students who have been unilaterally placed in a private school by parent(s)/legal guardian(s), there is no individual entitlement to IEP indicated services. Therefore, special education and related services shall not be provided during the school year, including ESY.

Question 4

Regarding students who will transfer at the end of the school year, from elementary to intermediate or intermediate to high school, is ESY held at the current or receiving school?

Answer 4

Since ESY is determined on an individual basis, generally, ESY is held at the current school as it is a continuation of the implementation of the student's program. However, if the IEP team determines the student would receive an educational benefit at the receiving school due to reasons, including, but not limited to, the student requires extended time to transition and acclimate to a new school setting, then ESY will be delivered at the receiving school.

Question 5

What does a school do when a student transfers from another state during the summer, and ESY is included in the student's out-of-state IEP?

Answer 5

When students transfer to a new school during the summer, the school needs to provide FAPE, including services comparable to those described in the student's most recent IEP. The school must provide comparable services (including ESY services) within ten (10) business days and begin the initial evaluation process within 30 calendar days after the student enrolls to determine if additional assessments are needed for special education eligibility determination. For further information, see the memo titled [*Transfer of Interstate or Department of Defense Students with Disabilities into the Hawaii State Department of Education.*](#)

Question 6

Students receive varying frequency and duration of special education and related services during ESY. How will transportation be scheduled?

Answer 6

The IEP team is responsible for determining services, frequency, duration, and specific IEP goals to be addressed during ESY. The IEP team should not consider factors such as scheduling transportation when making decisions regarding the need for transportation as a related service. The District Transportation Office will schedule and provide transportation services pursuant to the IEP. For further information, see the memo titled [*Amendments to Hawaii Administrative Rules, Title 8, Chapter 27, and Transportation of Students*](#) and [*Attachment B, Transportation Handbook for Students with Disabilities, June 2021.*](#)

Question 7

How will ESY be provided if services are not available on the home school campus?

Answer 7

ESY services may be provided on another public school campus. If this is the case, transportation services will be provided to students who attend ESY on campus or at a location that is not their home school.

Question 8

What if a general education placement is not available for peer interaction in an inclusive environment at the home school during ESY as required by the IEP?

Answer 8

The Department is obligated to provide instruction in the least restrictive environment, such as the general education setting, as determined by the IEP team. If there is no appropriate placement at the home school, the Special Education District Educational Specialist (DES) shall be consulted to determine if such a placement is available at another school within the complex area. If so, the student will be programmatically placed, and transportation shall be provided. If there is no other complex area school available to provide instruction in the least restrictive environment, such as the general education setting, the next step is the school shall consider non-Department settings,

and transportation will be provided accordingly. Examples of non-Department settings where students may receive ESY, includes, but are not limited to, Boys and Girls Club, Parks & Recreation Programs, YMCA, YWCA, Summer Fun, etc.

Question 9

Since a special education teacher is responsible for designing and delivering SDI, what can be done to ensure qualified individuals provide services during ESY?

Answer 9

Staffing during ESY has been a challenge for some districts. One issue is finding qualified individuals to design, deliver, and provide special education services. To mitigate staffing challenges and leverage resources, it is recommended complex areas identify a certain number of schools that will provide ESY versus having all schools plan for and provide ESY to their student population only.

Question 10

Can a student qualify for ESY in an area of need addressed by a related service provider, although the student does not have academic (i.e., reading, writing, math) needs?

Answer 10

Yes. If the service is needed to access FAPE.

Question 11

Is ESY only provided during school breaks from 8 am to 12 noon for five days per week?

Answer 11

No. ESY is offered dependent upon student need for specially designed instruction and related services. It is not provided as a blanket schedule of 8am to noon, five (5) days a week. For example, ESY may be offered one (1) hour, three (3) times per week: There is not a standardized ESY schedule. ok

Appendix B

Evidence-Based Practices

Web-Based Resources for Evidence-Based Practices

<https://drive.google.com/file/d/1rC9WtJSI35dPxNwC-MdG81QWFLrOcuTp/view>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

What Works Clearinghouse Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Evidence-Based Practices for Students with Severe Disabilities

https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf

Evidence for ESSA

<https://www.evidenceforessa.org/>

Issue #52: Multiple Disabilities

<https://www.naset.org/index.php?id=4880>

National Center on Intensive Intervention

<https://intensiveintervention.org/>

IRIS What is RTI for Mathematics?

<https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p01/#content>

Using the Taxonomy of Intervention Intensity to Select, Design, and Intensify Intervention
Workbook

https://intensiveintervention.org/sites/default/files/NCII_Overview_Taxonomy_Workbook_508.pdf

Appendix C

Scenarios

Scenario #1:

Student A

Student A is a ten (10) year-old female in the 6th grade. The annual IEP meeting was held on April 20, 2021. She has significant developmental disabilities and needs 1:1 and/or small group instruction, direct and explicit instruction with a schedule of reinforcement, multiple opportunities for practice, and immediate feedback in order to access a modified curriculum. She is not an effective vocal communicator and is learning to communicate using a selection-based system (e.g., visually scanning and touching photographs on a speech-generating device (SGD)).

The Essential for Living assessment was administered, and programs were recently developed to improve critical skills and increase independence. The areas of concern are communication, behavior, and daily living skills. Her IEP goals address skills such as requesting, waiting, accepting removal, accepting “no,” and completing multi-step tasks without prompting.

Step 1: Prepare Prior to the Meeting

Prior to the IEP meeting, the teachers and Speech-Language Pathologist (SLP) collected data to be reviewed and analyzed.

Step 2: Review and Analyze Data

After the IEP team reviewed various data sources and determined the present levels, IEP goals, SDI, related services, supplementary aids and services, and placement, the IEP team once again reviewed the following Essential for Living program data; there was no regression and recoupment data because these are newly introduced programs:

- Requesting – Student A requests three (3) reinforcers (items) using an SGD. She received SDI the last quarter on using this communication system, and her skills are emerging. She requires multiple physical prompts to scan and touch photographs.
- Waiting – Student A can wait for one (1) minute for a preferred item or activity without engaging in vocal protest (i.e., high-pitched whine). The wait program was introduced and implemented in the prior month.
- Accepting removal – Student A engages in vocal protest (i.e., high-pitched whine) when preferred items or activities are removed. The accepting removal program was introduced and implemented in the prior month.
- Accepting “no” – engages in vocal protest (i.e., high-pitched whine) when told “no,” “not available,” or “choose something else.” The accepting “no” program was recently introduced and implemented in the prior month.
- Completing daily living skills – does not complete any daily living skills without prompts. Student A received SDI, which included prompt reduction procedures the last quarter, and her skills are emerging in this area.

The parent(s) reported that they were glad to receive training from the SLP on how to communicate with their child using the SGD. In addition, she noticed that her child does not seem as anxious or grumpy as she did in the past and has less difficulty getting her child ready for school.

Step 3: Analyze Factors and Select ESY IEP Goals

For Student A, the severity and also the nature of her disability affect critical areas of need, such as communication, behavior, and daily living skills. Student A needs consistent SDI to be able to make progress throughout the school year. The IEP team selected the following IEP goals to be addressed during ESY:

1. When motivating operations occur, Student A will request at least ten (10) reinforcers without prompts in 80% of situations over four (4) weeks by the end of the IEP period.
2. When told to wait, Student A will wait for up to five (5) minutes without engaging in a vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.
3. When told “no,” Student A will accept “no” and not engage in vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.
4. When an item/activity is removed, Student A will accept the removal of the item/activity and not engage in vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.
5. When provided a visual task analysis for completing multi-step activities (i.e., daily living skills), Student A will complete 80% of the steps for each activity without prompts over four (4) weeks by the end of the IEP period.

Step 4: Determine ESY Services

During the school year Student A receives 120 minutes of SDI per day in a special education setting during the school year. In addition, she receives 120 minutes a month of speech-language consultation and 90 minutes per month of parent training from an SLP. Data indicates skills are emerging. Student A is in a critical stage of developing skills that have great potential for increasing her independence. If these critical skills are not consistently taught and reinforced, it is likely that the current level of acquisition will be lost due to the interruption of education. Therefore, the IEP team determined that in order to make continued progress of critical skills, Student A will need consistent programming at the same LRE placement, frequency, and duration she receives during the school year.

As a result, Student A will receive ESY services after a break of three (3) calendar days in educational programming for the following dates: June 1 - July 30, 2021, October 12-14, 2021, December 21, 2021 - January 3, 2022, and March 15-17, 2022 except on Federal and State holidays and weekends, and non-instructional days. The IEP team discussed the student’s performance and determined to continue the typical school schedule which includes 3-day weekends on occasion.

Step 5: Document ESY Services

After the IEP team has determined Student A requires ESY services, the following was documented in the IEP and the PWN:

IEP

In the IEP ESY section, include the following information:

- Student A does meet the standard for an extended school year.
- Extent To Which ESY Is Necessary:

Student A will receive ESY services after a break of three (3) calendar days in educational programming for the following dates: June 1 - July 30, 2021, October 12-14, 2021, December 21, 2021 - January 3, 2022, and March 15-17, 2022 except on Federal and State holidays and weekends, and non-instructional days.

Student A will be provided the following services during ESY:

Summer and Winter sessions:

- Special education services, 120 minutes per day
- Speech-language consultation, 30 minutes per week
- Parent training, 45 minutes every two weeks

Fall and Spring sessions:

- Special education services, 120 minutes per day
- Speech-language consultation, 30 minutes per week

The following IEP goals will be addressed during ESY:

- 1. When motivating operations occur, Student A will request at least five (5) reinforcers without prompts in 80% of situations over four (4) weeks by the end of the IEP period.*
- 2. When told to wait, Student A will wait for up to five (5) minutes without engaging in a vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.*
- 3. When told "no," Student A will accept "no" and not engage in vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.*
- 4. When an item/activity is removed, Student A will accept the removal of the item/activity and not engage in vocal protest in 80% of situations over eight (8) weeks by the end of the IEP period.*
- 5. When provided a visual task analysis for completing multi-step activities (i.e., daily living skills), Student A will complete 80% of the steps for each activity without prompts over four (4) weeks by the end of the IEP period.*

Also, be sure to indicate that Special Education and Speech-Language therapy services will be provided and the frequency, duration and specific dates they will be provided.

PWN

1. Description of the proposed or refused action:

Student A will receive ESY services after a break of three (3) calendar days in educational programming for the following dates: June 1 - July 30, 2021, October 12-14, 2021, December 21, 2021 - January 3, 2022, and March 15-17, 2022 except on Federal and State

holidays and weekends, and non-instructional days. Student A will receive special education services 120 minutes per day in a special education setting, speech-language consultation 30 minutes per week, and 45 minutes of parent training every two weeks during the ESY sessions.

2. Explanation of why the action is proposed or refused:

Data indicates critical skills in the areas of communication, behavior, and daily living are emerging. Student A is in a critical stage of developing skills which have great potential for increasing her independence. If these critical skills are not consistently taught and reinforced, it is likely that the current level of acquisition will be lost due to the interruption of education.

3. Description of other options considered:

An option considered was not providing speech-language consultation to the teacher(s) during ESY.

4. Reasons these options were rejected:

The option of not providing speech-language consultation to the teacher(s) during ESY was rejected. All who work with Student A must communicate with her and understand how to reinforce her use of an alternative communication system.

5. Description of each evaluation procedure, test, record, or report of the proposed or refused action:

*Speech-Language Evaluation Report, March 15, 2021
Essential for Living, Quick Assessment, March 1, 2021
Program and Behavioral Data, April 30, 2020 – April 19, 2021
Progress Reports, May 2020 – March 2021
Speech-Language Pathologist Observations, July 2020 – April 2021
Teacher Observations, July 2020 – April 2021
Parent Input, December 2, 2020, February 22, 2021, April 3, 2021*

6. Description of any other relevant factors:

There were no other factors pertaining to ESY outside of those listed above that the IEP team considered. Neither the parent(s)/legal guardian(s) nor any Department personnel participating in the meeting presented any other factors that needed to be considered for ESY.

Scenario #2:

Student B

Student B is a 13-year-old male in the 8th grade. He is able to decode and can comprehend literal information with some assistance. He has difficulty with inferential comprehension, which is interpreting what he has read from grade-level texts. Comprehension difficulties are due to weak inferencing skills, which is adversely impacting all content areas. Contributing to inferencing difficulties are challenges relating personal background knowledge to text-based evidence,

drawing conclusions, and making predictions. He also has limited word knowledge and difficulty using context clues to determine word meanings/abstract concepts, and poor understanding and use of compound and complex sentence structures. This is evident both in his speaking and writing.

Student B has working memory challenges that compound his language difficulties. Holding on to and using information simultaneously is extremely difficult, particularly when reading long, complex sentences and/or passages. Recalling personal information and/or experiences is challenging, particularly when passages are lengthy. He becomes frustrated when presented with lengthy passages and has a tendency to give up before getting started on tasks. He is learning to use strategies to aid with reducing the language load when presented with complex language, comprehension, working memory, and long-term memory challenges.

Since many of Student B's challenges are due to underlying language difficulties, the SLP provided consultation to the teachers on addressing strategies that are used to reduce the language load with complex tasks.

Step 1: Prepare Prior to the Meeting

Prior to the IEP meeting, the teachers and SLP collected data to be reviewed and analyzed.

Step 2: Review and Analyze Data

The IEP team reviewed various data sources and determined the present levels, IEP goals, SDI, related services, supplementary aids and services, and placement.

Data from a Variety of Sources

Student B requires a high level of support to aid with comprehension. The two (2) strategies Student B is working on are identifying information that can be obtained from text vs. using background experiences and acquiring knowledge that will allow Student B to make inferences. Using a systematic step-by-step approach is helpful; however, Student B needs to use and practice strategies throughout the day across all content areas. Support across all content areas includes:

- Daily teaching of the strategies to be used and which strategy to use (identifying clues in text vs. clues from background knowledge and experiences).
 - Identification of strategy: clues from text 90% of the time accurately identified; inferring based on background knowledge 90% accurately identified.
- Modeling the use of strategies with a graphic organizer.
 - Accurate use of organizer 90% with support via oral discussion (questioning and feedback).
 - Accurate help of organizer 70% without adult guidance and support (i.e., frequent questioning and provision of feedback).
- Guided practice using inference strategies - looking for relevant clues that will aid with comprehension.
 - Identification of relevant clues 40% accuracy.
- Independent method using inference strategies.
 - Identification of relevant clues 20% accuracy.

The support described above is needed daily and across all content areas that require comprehension of the subject matter.

The use of strategies to address challenges is not automatic, continues to be effortful, and requires consistent monitoring and adult support. Gains are notable with support; however, when the support is removed, progress is inconsistent.

- Use of comprehension strategies:
 - Independent 0% of the time. Noticeable change within the past month using the strategy on reading material that included marine life.
 - With support and daily practice 50% of the time, within the past month, 75% of the time.
 - After one (1) week break with support 25% of the time, within the past month, 50% of the time.

Student B requires continued support when reading passages and making inferences. With frequent repetition, questioning, and modeling, he is able to identify the type of strategy used to differentiate between literal information and *knowledge-based inferences* (using his background knowledge) to “fill in the gaps.” He is just beginning to understand how to use strategies and understands that the strategies are helpful across content areas.

Although the tasks are difficult and require guided support and discussions, Student B demonstrates a willing attitude and is motivated to work on these strategies. He shared that the strategies are now making sense to him and is experiencing success. Within the past month, Student B is gaining confidence in his skill, and data is showing an upward trend, particularly when he is interested in the subject matter.

Step 3: Analyze Factors and Select IEP Goals

For Student B, comprehension skills and strategies that he is learning span across all content areas. It is a critical skill that will help him advance and access the academic content in all subject areas and will allow him to achieve independence from adults. He is highly motivated to work on these skills, is excited about learning and applying these skills, particularly with reading material that is focused on his area of interest in marine life. Student B is at a critical stage in establishing skills. He is demonstrating an upward trend, has a definite momentum in skill establishment, and recognizes that he can be successful academically. It is important that services be provided so that Student B can continue to make progress and have confidence in his abilities.

For Student B, the extent of regression and the rate of recoupment affect critical skills in the area of reading and writing. Student B needs consistent SDI to be able to make progress throughout the school year.

The IEP team selected the following IEP goals, which will be addressed during ESY. The IEP team determined that the student will:

1. When provided with a reading passage at his instructional level, in any content area, Student B will identify at least two (2) pieces of text evidence and use two (2) inferencing strategies that support the theme or main idea of the text with 90% accuracy by the end of the IEP period.

2. After reading passages at his instructional level, in any content area, Student B will verbally discuss content, answer comprehension questions that require inferencing with 90% accuracy by the end of the IEP period.
3. After answering comprehension questions that require inferencing, Student B will correctly identify strategies used and rate ease of use 100% of the time by the end of the IEP period.

The SLP will also continue to provide consultation to the ESY teacher on addressing strategies that are used to reduce the language load with complex tasks.

Step 4: Determine ESY Services

Student B currently receives 60 minutes a day of SDI of targeted intensive intervention to address comprehension in a special education setting. In addition, the teachers consulted with the SLP on strategies on appropriate ways to break down complex sentence structures and teaching inferencing skills that were not “language loaded.” It is critical that all teachers understand the need for consistency and allow Student B to use the strategies that were specifically designed for him to diminish language load and prevent frustration. Student B provided input stating that he would like to continue working on these skills as he is “just beginning to get it”; however, he stated that it is hard work, and he loses focus after about an hour and needs breaks.

It was determined by the IEP team members with input from Student B that skills can be maintained if Student B takes on some of the responsibility for his own learning. However, ESY services are needed to maintain skills.

The IEP team analyzed data and determined that ESY services will be offered after a break of seven (7) calendar days. Services will be offered three (3) times a week for 60 minutes in a special education setting. The IEP team also determined that consultation by the SLP will be provided prior to the initiation of ESY to demonstrate the teaching strategies that can be used to reduce language load and address working memory issues as it pertains to accessing language for learning. ESY services for the following summer dates will be June 7 – July 26, 2021, except on Federal and State Holidays, weekends, and non-instructional days. For winter, it will be only December 27, 2021, so the IEP team decided that Student B would not be adversely affected and did not include December 27, 2021 as ESY for Winter Break.

Step 5: Document ESY Services

After the IEP team has determined Student B requires ESY services, the following was documented in the IEP and the PWN:

IEP

In the IEP ESY section, include the following information:

- Student B does meet the standard for an extended school year.
- Extent To Which ESY Is Necessary:

Student B will receive ESY services after a break of seven (7) calendar days in educational programming for the following dates: June 7 – July 26, 2021, except on Federal and State holidays, weekends, and non-instructional days. Student B will receive special education services 60 minutes three (3) days per week during the ESY summer session in a special education setting.

ESY will address the following IEP goals:

1. When provided with a reading passage at his instructional level, in any content area, Student B will identify at least two (2) pieces of text evidence and use two (2) inferencing strategies that support the theme or main idea of the text with 90% accuracy by the end of the IEP period.
2. After reading passages at his instructional level, in any content area, Student B will verbally discuss content, answer comprehension questions that require inferencing with 90% accuracy by the end of the IEP period.
3. After answering comprehension questions that require inferencing, Student B will correctly identify strategies used and rate ease of use 100% of the time by the end of the IEP period.

Also, be sure to indicate that Special Education and Speech-Language Pathologist consultation services will be provided and the frequency, duration, and specific dates they will be provided.

PWN

1. Description of the proposed or refused action:

Student B will receive ESY services after a break of seven (7) calendar days in educational programming for the following dates: June 7 – July 26, 2021, except on Federal and State holidays, weekends, and non-instructional days. Student B will receive special education services 60 minutes, three (3) days per week during the ESY summer session in a special education setting. Although Student B would be eligible to receive ESY on just December 27, 2021, the IEP team decided that Student B would not be adversely affected and agreed to not make him eligible for ESY for Winter break.

2. Explanation of why the action is proposed or refused:

Data indicates that the critical comprehension skills required to access all educational content are emerging. Student B is at a critical stage of developing these skills, is motivated, is beginning to use strategies independently, and is gaining confidence in his ability to comprehend reading passages, particularly in content areas of high interest.

Student B's LRE during the regular school year and ESY will be the same. Student B receives his special education services in the special education setting during the regular school year and will receive his ESY services in a special education resource classroom. It was determined that due to student's needs to reduce language load, address memory issues, and prevent frustration levels, ESY services would continue to be delivered in the special education setting. The special education setting would allow Student B the opportunity to address IEP goals through consistent and targeted SDI with monitoring three (3) times a week for 60 minutes a day.

3. Description of other options considered:

Maintaining special education services at the level provided during the regular school year.

4. Reasons these options were rejected:

Student B is displaying increased confidence in his abilities and is motivated to use strategies. This is an opportunity for him to reduce independence on adults and demonstrate his skills and knowledge.

5. Description of each evaluation procedure, test, record, or report of the proposed or refused action:

iReady reading and math weekly assessments, curriculum assessments, and teacher-made data collection sheets indicating Student B's progress toward IEP goals.

6. Description of any other relevant factors:

There were no other factors pertaining to ESY outside of those listed above that the IEP team considered. Neither the parent(s)/legal guardian(s), Student B, nor any Department personnel participating in the meeting presented any other factors that needed to be considered for ESY.

Scenario #3:

Student C

Student C is a 16-year-old male in the 10th grade. Student C has spastic quadriplegia and uses a wheelchair. Caregivers provide ambulation. He is on medication for a seizure disorder as well as medication to relax his muscles to release spasticity. Student C responds to verbal input by pointing, gazing, smiling. He can:

- Point to one (1) image to request a familiar/favored item.
- Gaze in the direction of someone interacting with him.
- Smile when hearing a favorite graphic novel or song.

Due to Student C's physical limitation and cognitive deficits, he needs personal assistance to provide care regarding feeding, hygiene, mobility, positioning, etc. Therefore, it is not necessary to receive direct services from an occupational therapist and physical therapist. In addition, small group instruction and direct, explicit instruction are needed in order to participate in a modified curriculum.

Step 1: Prepare Prior to the Meeting

Prior to the IEP meeting, the teachers, occupational therapist, and physical therapist collected data to be reviewed and analyzed.

Step 2: Review and Analyze Data

After the IEP team reviewed various data sources and determined the present levels, IEP goals, SDI, related services, supplementary aids and services, and placement, the IEP team once again reviewed Student C's progress monitoring data on the following critical skill areas:

- **In the area of Language: Vocabulary Acquisition and Use:** When given a choice, Student C can select preferred items by pointing to pictures of age-appropriate items, such as a favorite song, graphic novel, or a fan being turned on.
- **In the area of Speaking and Listening: Comprehension and Collaboration:** When Student C's name is called, he will acknowledge this by looking in the direction of the speaker.
- **In the area of Speaking and Listening: Presentation of Knowledge and Ideas:** When presented with his favorite graphic novel or a song, Student C will look at the novel and move when listening to the song (movements consist of head bobbing and high pitched squeals).

Parent(s) report that he points, looks in their direction when they talk to him, and smiles and head bobs when he hears a favorite song. Progressing beyond the current level is not an expectation as the IEP team agrees Student C will always require personal assistance, his progress has plateaued as demonstrated by three years' data, and that Student C has limited reinforcers/preferred items. The secondary transition plan is for Student C to remain in the home environment as he is prone to illness due to a compromised immune system. Parent(s) are retired and prepared to provide lifelong care.

Step 3: Analyze Factors and Select ESY IEP Goals

Critical skills were maintained before and after each break. Regression and recoupment of skills were not indicated by the data, although the nature and the severity of the disability and independence from the caregiver were evident. The critical skills reached expected levels and have been maintained over time.

Similar data was available from before and after each break over the past three (3) years. In the past, the IEP team did not conduct a thorough data analysis when considering factors and carte blanche found Student C eligible for ESY for the length of the summer session. This year, the IEP team followed the steps and determined the student did not need ESY services in order to be provided FAPE.

Student C **DOES NOT** meet the ESY standard, therefore, is NOT eligible for ESY. Go to Step 5 to complete the documentation of determination.

Step 4: Determine ESY Services

Skip Step 4.

Step 5: Document ESY Services

After the IEP team has determined the student is NOT eligible for ESY services, the following was documented in the IEP and the PWN:

IEP

In the IEP ESY section, indicate that the Student C does not meet the standard for an extended school year.

Be sure to indicate that no special education or related services will be provided.

PWN

1. Description of the proposed or refused action:

Student C does not require ESY services to receive a FAPE.

2. Explanation of why the action is proposed or refused:

Critical skills were maintained before and after each break. Regression and recoupment of skills were not indicated by the data, although the nature and the severity of the disability and ability to achieve independence from the caregiver were evident. The critical skills reached expected levels and have been maintained over time.

3. Description of other options considered:

No other options were considered, as the data clearly indicates ESY services are not necessary.

4. Reasons these options were rejected:

No other options were considered; therefore, there was no need to discuss why the option was rejected.

5. Description of each evaluation procedure, test, record, or report of the proposed or refused action:

Observations in a natural environment, daily data collection, parent(s)/legal guardian(s) input, and interview.

6. Description of any other relevant factors:

The parent(s)/legal guardian(s) reported they are retired and prepared to provide lifelong care.

Scenario #4:

Student D

Student D is three (3) years old and attends a private preschool. She was recently evaluated and determined to be eligible for special education and related services. At the time of the development of her IEP, the IEP team had not yet worked with Student D but needed to determine if ESY services were needed. Currently, the SLP reports that Student D uses one-word utterances,

primarily nouns (labeling items). She is just beginning to string two (2) words together. She will occasionally put more than two (2) words together; however, these combinations are generally difficult to understand. She consistently omits the final sounds in words which contributes to the difficulty of being understood. Models, prompts and cues are required to maintain accurate sound production. The mother reported that she can understand Student D's utterances, especially when the context is known. Other family members have difficulty understanding Student D. She will occasionally repeat herself in attempts to have mom understand her and is just beginning to do this with her grandmother (who babysits daily).

The private preschool teacher reported that Student D plays well with other children but tends to wait until classmates ask her to join activities. She rarely will just join in and play, and the teacher thinks this may be because Student D is aware of her communication difficulties. However, once she is with other children, she enjoys interacting and engaging in pretend play. Occasionally the teacher hears her "talking," but she is difficult to understand.

Student D follows classroom rules and simple directions. She enjoys shared reading activities, sits quietly but does not initiate or contribute when asked questions. She will independently look at books, turning pages pretending to read, and can point to letters when asked. She knows the letters in her name and makes scribbles and marks on paper. She has some difficulty holding crayons and does not know how to use scissors. She is just beginning to explore different textures and will dip her hands into sand and slime but doesn't like to get her hands and feet dirty. The mother shared that Student D is cared for by grandparents who "cater" to her needs, do not require her to "use her words," and are careful about letting her explore things on her own.

In the current IEP, Student D will receive direct speech-language services three (3) times a week for 30 minutes to focus on oral language and speech-sound development. Parent(s) and teacher training sessions will be conducted by the SLP once a month for 30 minutes to focus on the use of shared book reading activities to enhance language and literacy skills. Occupational therapy consultation once every three (3) months to discuss the development of fine motor skills and strategies to reduce sensitivity to textures.

Step 1: Prepare Prior to the Meeting

Prior to the IEP meeting, the special education teacher and SLP reviewed and analyzed data from Early Intervention (EI) reports, the Department's evaluation reports, and current parent(s) interview, teacher, and SLP observations.

Step 2: Review and Analyze Data

Student D received EI services once a month for six (6) months prior to entering the Department.

Parent Report

The parent(s) reported that services consisted of the case manager talking with them and teaching them how to interact with Student D and encourage her to talk. The parent(s) reported that the "tips" provided by EI helped the family understand how to follow Student D's lead and not to pressure her into talking; however, over the six (6) months, she did not observe any noticeable changes in Student D's communication skills.

Teacher report: The teacher has seen growth in Student D's emergent literacy, play, and socialization skills. Student D is meeting developmental milestones in these areas.

Oral language development: Minimal growth in the past; however, within the past month, vocabulary growth has increased from 50 to 75 words consistently used throughout the day. Although Student D continues to be difficult to understand, when encouraged, she responds to questions and occasionally will repeat in an effort to make herself understood.

SLP report: Student D's speech-language skills are emerging. To obtain accurate speech-sound production, she requires multiple supports (i.e., models, cues, and explicit feedback). With repetition and practice, she is capable of producing correct speech-sound combinations but requires multiple opportunities to practice throughout the day in natural environments.

- Speech-Sound production:
 - C-V combinations: 60% accuracy with models, cues, and corrective feedback.
 - C-V-C combinations: 30% accuracy with models, cues, and corrective feedback.
- Type of single word use in a 15-minute sample: nouns 75% of utterances; no action words or adjectives used during the 15-minute sample.
- Two-word combinations:
 - initiated independently: 5% during a shared book reading activity.
 - repetition after a model: 25% during a shared book reading activity.
 - response to questions: 15% during a shared book reading activity.

Student D is very responsive to the use of a shared reading approach to expand vocabulary skills and word combinations. Parent(s) and grandparent(s) can be taught these approaches to expand oral language skills. There are multiple skills related to speech intelligibility that are delayed but emerging. It was determined that without ESY services, Student D's lack of progress would be detrimental to her FAPE.

Step 3: Analyze Factors and Select ESY IEP Goals

The IEP team determined that due to the emerging and growth of critical skills related to speech-sound production and oral language, Student D qualifies for ESY. The attainment of speech-language skills will aid with independence from caregivers. Student D **DOES** meet the ESY standard, therefore, IS eligible for ESY.

ESY will address the following IEP goals:

Student D will produce all developmentally appropriate sounds in CV and CVC in 90% of word combinations when responding to questions or requesting items by the end of the IEP period.

Student D will use a variety of words (nouns, verbs, adjectives) in 90% of 2-3 word combinations when responding to questions, requesting items, or participating in conversations, by the end of the IEP period.

Step 4: Determine ESY Services

For ESY, Student D requires speech-language services 30 minutes a day, twice a week after a break of ten (10) calendar days. The IEP team discussed that the family can provide appropriate language support at home in consultation with the SLP in order to maintain skills. The IEP team determined that after a break in ten (10) calendar days would require maximum support from the SLP moving beyond the home environment. In order to maintain speech-language skills throughout the day in the natural environment, parent training will be conducted for 30 minutes after each session. Services are offered at the private preschool to assist with the generalization of skills in the natural environment.

Step 5: Document ESY Services

After the IEP team has determined the student is eligible for ESY services, the following was documented in the IEP and the PWN:

IEP

In the IEP ESY section, include the following information:

- Student D does meet the standard for an extended school year.
- Extent To Which ESY Is Necessary:

Student D will receive speech-language services after a break of ten (10) calendar days in educational programming for the following dates: June 8 – July 23, 2021, except on Federal and State holidays, weekends, and non-instructional days. Student D will be provided the following services during ESY:

Summer session:

- Speech-Language services, 30 minutes per day/twice a week (followed by parent training)*
- Parent training, 30 minutes per day/twice a week (after each instructional session with student)*

The following IEP goals will be addressed during ESY:

- 1. Student D will produce all developmentally appropriate sounds in CV and CVC in 90% of word combinations when responding to questions or requesting items by the end of the IEP period.*
- 2. Student D will use a variety of words (nouns, verbs, adjectives) in 90% of 2-3 word combinations when responding to questions, requesting items, or participating in conversations, by the end of the IEP period.*

Also, be sure to indicate that Special Education and Speech-Language therapy services will be provided and the frequency, duration and specific dates they will be provided.

PWN

1. Description of the proposed or refused action:

Student D will receive speech-language services after a break of ten (10) calendar days in educational programming for the following dates: June 8 – July 23, 2021, except on Federal and State holidays, weekends, and non-instructional days. During the ESY summer session, Student D will receive special education services two (2) days per week for 30 minutes. This will be followed by 30 minutes of parent training after each session.

2. Explanation of why the action is proposed or refused:

Data indicates that Student D is at a critical point in the acquisition of communication skills, and speech-sound production and oral language skills are emerging. She requires a high level of support to maintain accurate speech-sound production, along with multiple opportunities throughout the day to practice with different people in her natural environment to learn how to use her communication skills all the time.

3. Description of other options considered:

Receive direct speech-language services without parent training.

4. Reasons these options were rejected:

Research has shown that newly taught skills need to be practiced frequently to become automatic. Student D needs to practice these skills at home with people that she is most comfortable with, as this will help make communicating more automatic and less effortful.

5. Description of each evaluation procedure, test, record, or report of the proposed or refused action:

Data collection on speech-sound production, vocabulary growth, and word combinations; video recording of sessions.

6. Description of any other relevant factors:

Parent(s) were provided with possible summer activities for Student D that are developmentally appropriate and can stimulate language development.