

## **Extended School Year Services**

### **Extended School Year Services are necessary if:**

- The benefits that the child gains during the regular school year would be significantly jeopardized if the child is not provided educational services
- The child would experience severe or substantial regression if not provided educational services during recess or the summer months
- The regression would result in substantial skill loss of a degree and duration that would seriously impede the child's progress on educational goals.

### **Consideration of Extended School Year Services must:**

- Take into account LRE consideration and determined no later than 45 calendar days prior to the last day of school.
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### **ESY Service must be based on the following criteria:**

- Retrospective data, such as past regression and rate of recoupment
  - Predictive data, when empirical data is not available, must be proven by expert opinion based on a professional individual assessment

### **ESY cannot be based on:**

- Daycare or respite care service
- Program to maximize academic potential
  - Summer recreation Program

### **Further:**

- Participation is not compulsory
- ESY is not required for all children with disabilities

**For More Information see Arizona Technical Assistance document for ESY at:**

<http://www.azed.gov/special-education/resources/publications/>

## ESY Summary

Extended School Year (ESY) is an individualized program, based upon the previous year's IEP goals and objectives, offered to special education students during summer vacation. The IEP team will decide the need for ESY services for each continuing special education student for the coming summer.

1. ESY's purpose is to prevent skill loss or regression.
2. ESY is designed to maintain the current or "end-of instructional period" level of student skills and behaviors.
3. New goals and objectives **cannot** be added for ESY implementation.
4. To qualify for ESY, the student's period of recoupment following the beginning of review and reteaching must **significantly** exceed the following guidelines:

| <i>Length of break</i> | <i>approximate average recoupment time</i> |
|------------------------|--|
| 11-12 week break       | 4-6 weeks or 20-30 instructional days      |
| 3-4 weeks              | 6-7 instructional days                     |
| 2 weeks                | 3-4 instructional days                     |
| 1 week                 | 2 instructional days.                      |

5. To be considered as an area for regression-recoupment, a goal must be an identified part of the student's current IEP.
6. Procedure for **determining** ESY eligibility:
  - The teacher will assess the student's skill level on goals and objectives.
  - The teacher will initiate recoupment efforts and note where regression occurred. The week prior to and following winter break is usually considered an appropriate time to collect recoupment/regression data.
  - The teacher will send the parents written notification of eligibility if the ESY eligibility is not documented on the IEP.
  - The student's teacher will identify the goals and objectives for ESY.
  - The teacher will send ESY program description for eligible student to the Special Services Department

## SPED Exit Reason Codes

| Code | Short Description                          | Definition   |
|------|--|--|
| 1    | Transferred to regular education           | <p>Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives in his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. <b>NOTE: This student must be re-evaluated and determined no longer eligible for special education.</b></p> <p>This category includes parental revocation of consent.</p> <p><i>Valid for all ages and grades.</i></p> |
| 2    | Graduated with regular high school diploma | <p>Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.</p>  |
| 3    | Reached maximum age                        | <p>Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma.</p>   |
| 4    | Died                                       | <p>Student died.</p>   |
| 5    | Moved, known to be continuing              | <p>Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.</p> <p><i>Valid for ages and grades.</i></p>   |
| 7    | Dropped out                                | <p>Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expelled students, students whose status is unknown, students who moved and are not known to be continuing in another education program, and other exiters.</p>   |

Note: SPED Exit Reason Code 6 is no longer valid in SAIS.

## SPED Exit Reason Codes (continued)

| Code | Short Description  | Definition   |
|------|--|--|
| 8    | Transition to kindergarten                                 | <p>A child remains eligible and is still receiving services.<br/>                     A child transitions to kindergarten and continues to receive special education services under different eligibility requirements.</p> <p><i>Valid for exit from preschool only.</i></p>  |
| 9    | Exited due to intended change in SAIS data element(s) only | <p>This code is used when the student ends one special education service participation type and starts another. Student is not transferring to regular education.</p> <p><i>Valid for all ages and grades.</i></p>   |
| 10   | Withdrawn by parent and no longer enrolled                 | <p>This code is used when a parent withdraws a student with a special education grade of PS, KG, or UE from the student's special education service participation and the student is no longer enrolled.</p> <p><i>Valid for PS {Preschool}, KG (Kindergarten), and UE {Ungraded Elementary} only.</i></p>   |
| 11   | Expelled but still receiving services                      | <p>Student was expelled from school, but is still receiving special education services (provided by this school).</p> <p>Notes:</p> <ol style="list-style-type: none"> <li>1. <i>Exit Reason code 5 would apply to a student who transfers to another school.</i></li> <li>2. <i>Expelled students who continue to receive special education services provided by the school must be entered into a subsequent special education service participation with Service Code H.</i></li> </ol> |
| 12   | Exit from one need but continuing in another               | <p>Student is exiting from one particular need and associated special education service participation but continues to receive special education services for a different need.</p> <p><i>Valid for all ages and grades.</i></p>   |
| 13   | School is out  | <p>Special education participation is ending because the school's calendar year is ending. This special education exit reason code should be used if the student participates through the end of the year.</p> <p><i>Valid for all ages and grades.</i></p>  |



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## **SPED Exit Reason Codes 9 and 12**

### *What's the difference?*

To address questions from the field and improve data reporting with regard to the **SPED Exit Reason Codes 9 and 12**, ESS Data Management is providing this technical assistance document; the intent is to clarify the intended uses of these SPED Exit Reason Codes.

**SPED Exit Reason Code 9** – Student is exited because of a change in SAIS data element(s) only.

SPED Exit Reason Code 9 is used when a student ends one SPED Service Participation and begins another. Scenarios in which this might occur include but are not limited to the following situations:

-+ Changing from one SPED Service Type to another:

- o Student's Need Category is SLD.
- o Student's SPED Service Type is A from 8/6 to 11/1.
- o Student's EP changes and the SPED Service Type becomes B on 11/2.
- o Student is exited from the SPED Service Participation with SPED Service Type A with SPED Service Exit Date 11/1 by using **SPED Exit Reason Code 9** (changing SAIS data elements).
- o Student is entered into a new SPED Service Participation with SPED Service Type B and SPED Service Entry Date 11/2.

-+ Changing from one Need Category to another:

- o Student's Need Category is OHI from 8/6 to 10/8.
- o Student's IEP changes and the Need Category becomes SLD on 10/9, while the Need Category for OHI ceases.
- o Student is exited from the SPED Service Participation for Need Category OHI with SPED Service Exit Date 10/8 by using **SPED Exit Reason Code 9** (changing SAIS data elements).
- o Student is entered into a new SPED Service Participation for Need Category SLD with SPED Service Entry Date 10/9.

Changing the Federal Primary Need Indicator (FPNI):

- o Student's Need Categories are SLI and SLD.



- o From 8/6 until 11/15, SLI is indicated as the Federal Primary Need (FPN),
- o Student's IEP changes and from 11/16 on, SLD will be indicated as the Federal Primary Need, while SLI will continue as a Need Category.
- o Student is exited from both Services with SPED Service Exit Date 11/15 by using **SPED Exit Reason Code 9** (changing SAIS data elements).
- o Student is entered into new SPED Services for both Need Categories with SPED Service Entry Date 11/16 (with SLD indicated as the FPN).

**SPED Exit Reason Code 12** – Student is exited from one Need but continues in another.

SPED Exit Reason Code 12 is used when a student has been receiving SPED Services for two or more Needs at the same time and then ceases to receive SPED Services for one or more Needs while continuing to receive SPED Services for one or more of the other Needs. A scenario using SPED Exit Reason Code 12 follows:

Exiting from one Need but continuing in another (this situation may require using both Exit Reason Codes 12 and 9):

- o Student's Need Categories are SLD and SLI starting on 8/6.
- o Student's IEP changes and it is determined that the student will no longer receive services for SLI as of 12/5.
- o Student is exited from the Service for SLI with SPED Service Exit Date 12/5 by using **SPED Exit Reason Code 12** (exiting from one need; continuing in another).
- o If SLD was and continues to be the Federal Primary Need, no other action is required.
- o If SLI was the Federal Primary Need, the FPN must be changed to SLD:
  - Exit the student from the SPED Service for SLD on 12/5 by using **SPED Exit Reason Code 9** (changing SAIS data elements).
  - Add a new SPED Service Participation record for SLD with a SPED Service Entry Date of 12/6 and indicate that SLD is now the FPN.



# Preschool Evaluation Process

## **PWN for Referral**

- After the child is screened and it is determined that they are being referred for an evaluation a PWN must be sent to parents indicating the referral.



## **Review of Existing Data (RED)**

- A group of professionals and the parents will meet to review the data that is currently known about the child to determine if additional assessments are needed to determine eligibility, and/or presence of a disability.



## **Obtain Parental Consent**

- If the team determines that additional data is needed the PEA must obtain written consent from the parent to conduct the assessments.



## **PWN for RED/Additional Collection of Data**

- After the team meets to determine the need for additional assessment a PWN needs to be sent to parents indicating whether assessments will be collected and if so what type.



## **Comprehensive Developmental Assessment (CDA)**

- PEA will conduct the CDA to collect additional assessment data as determined by the RED team.



## **Eligibility Determination**

- The team will meet to discuss the additional data collected. The team will determine based on the data:
  - if the child meets eligibility criteria to be categorized as a child with a disability
  - If the child requires special education and/or related services in order to make progress in the general



## **PWN for Eligibility**

- A PWN must be issued to the parents outlining the eligibility determination



## Special Education Transitions

The special education preschool teacher, as case manager, should have children identified as transitioning to kindergarten (a database is a helpful tool), and which children may need further evaluation to determine school-aged eligibilities (ie: only children with Preschool Severe Delay need a different school-age category ) or children that need further evaluation in order to determine present levels that will assist in goal writing and placement decisions for current categories of SLI, DD, HI and VI.

- ../ In December / January (or earlier based on district size and need) contact the neighborhood or home-school principal and kindergarten teacher/team of students that will transition from the district preschool program to kindergarten.
- ../ During classroom team meetings between the teacher and related service providers, teams should be considering potential evaluation needs of the child.
- ../ In January the case manager begins to schedule Review of Existing Data meetings and determines who to invite to create Transition Teams.

It may be helpful to schedule transition activities based on the prioritizing of children at this stage of planning. Larger school districts may involve the home-school psychologist for students that may require more in-depth evaluation to determine school-aged eligibilities. The home-school psychologist will be familiar with the climate and special education programs within the school where the child will be attending kindergarten. Smaller districts may have preschool evaluation teams that are able to handle the volume of children transitioning to school-aged services (kindergarten), while maintaining their initial eligibility evaluations.

- ../ In January or February children that are being initially evaluated, but will be transitioning to kindergarten in the fall, should have preschool and school-aged eligibility determinations completed (if possible) to avoid multiple meetings.

Preschool eligibility can be determined for the current date through the last day of school or last day of summer (in the case of ESY services). Indicate the eligibility for school-aged categories to begin the day after the last day of preschool or last day of summer through the end of the current IEP cycle. Individual Education Programs (IEP) may also be written for the transition year in this manner. This process takes extra effort for the preschool evaluation team to determine preschool and school-aged eligibility, but reduces the need for additional meetings as the child transitions to kindergarten.

The Transition Team members are different for each child based on his or her needs. The Transition Team would become the Multidisciplinary Evaluation Team (MET) and/or the Individual Education Program (IEP) Team. The parent becomes an integral part of this team. The team must include the preschool teacher and a general education teacher, preferably kindergarten, and may also include: psychologist, speech-language pathologist, occupational therapist, physical therapist, adaptive P.E. teacher, teacher of visually impaired students and teacher of hearing impaired students.

The first step to transition is a Review of Existing Data, which is an initiation of the evaluation process. The team will review all existing data, current observations, previous evaluations, ongoing progress monitoring assessment information, etc., and determine if further evaluations are needed to determine eligibility. If the team determines that more

data is to be collected, obtain Permission to Evaluate. Keep in mind the team's evaluation schedule and the 60 day timeline for completing the evaluation and eligibility process. It may be helpful to have parents complete a Parent Input Worksheet and provide them with a Transition Manual that will help them participate and understand the process (see sample of Parent Transition Handbook at the end of this chapter).

If the team determines that no further assessment or data is needed, a MET report is still required to document the review of existing data and redetermination of eligibility.

It is important for Transition/MET Teams to consider all school-aged eligibilities including Specific Learning Disabilities (listening comprehension and oral expression are often considered). Efforts should be made to continue to provide early intervention to those students that may struggle with reading and the rigors of kindergarten programs in today's climate of standards and expectations in academically based kindergarten programs. Care should be taken to consider the child's development in all domains.

Once the evaluation has been completed, in some cases the school psychologist may have a conference with the parents prior to the Multidisciplinary Evaluation Team/Eligibility meeting in order to privately review some of the evaluation results that may be difficult for the parents to hear. He or she may also provide additional information to the parent related to the child's suspected disability (or comprehensive developmental assessment if developmental delay is being considered). A meeting is held for the Multidisciplinary Evaluation Team to determine the child's eligibilities. The IEP must be written within 30 days of the eligibility meeting. This allows for the parents to learn more about potential classrooms and programs.

PRESCHOOL EVALUATION AGENDA (SAMPLE #2)  
(Eligibility Completed day of evaluation and sent to school for IEP)

1. Introductions; Roles; Purpose of the visit
2. Explanation of Procedural Safeguards
3. Review of Existing Data (if previous private or AzEIP Reports)
4. Permission to Evaluate
5. Prior Written Notice
6. \*\*\*Other team members starting evaluation\*\*\*
7. Multidisciplinary Evaluation Team Meeting to discuss strengths and needs of your child (what your child knows, understands and is able to do now?)
8. Determine your child's eligibility; obtain signatures
9. Prior Written Notice
10. Parents informed about preschool program (curriculum, hours, days, service delivery models).
11. Parents receive registration forms & immunization information.
12. Parents informed that next step is to develop an Individualized Education Program (IEP) for their child within 30 days. Goals and services to be determined at the IEP Meeting. Classroom team will call the parent to set up meeting at the school. Parent may register at any time before or day of meeting, but must be registered at the school office before the meeting.
13. Complete the Evaluation Report (written report to be provided to classroom teams and family within 1 week).

AGENDA FOR (Child's Name) Individual Education Program (IEP) Meeting

- **Introductions/Roles\*: Purpose of the Meeting**  
(ie: review or develop the IEP; to make decisions; inform, plan, solve problems , track progress, team build, celebrate, learn, report)
- Explanation of Procedural Safeguards
- Brief review of Assessment Info (where we've been); Teacher signs that she has reviewed MET.
- Close out previous goals.
- **Strengths and Needs of your child - Present Levels of Performance**  
(What your child knows, understands and is able to, do now).
- **IEP Goals and Objectives**  
(What do we want your child to know, understand and be able to do one year from now?)
- **Services/Amount of Time/Placement**  
(Where can we best meet the needs of your child?)
- Adaptations/Modifications/Equipment needed to implement the goals.
- Consideration of Special Factors
- Consent for Initial Placement (if applicable)
- Prior Written Notice
- Signatures of those that participated in the development of IEP.