



20____ - 20____ ANNUAL REVIEW

ALBANY COUNTY

School District:	
Child's Name:	
Date of Birth:	
AR Meeting Date:	

Annual reports included:	
Service	Provider
EDUCATION ♦ SEIT/SEIS	
Speech & Language	
Occupational Therapy	
Physical Therapy	
Music	
Social Work/Counseling/Play Therapy	
Nursing	
Other:	
Number of pages submitted: _____	
<u>Note:</u> For children receiving more than one service, it is the <u>Service Coordinator's responsibility to submit all annual reports in one packet, with a single cover page.</u>	



Documentation for Consideration of Extended-School-Year 20____ - 20____

It is the responsibility of the team to coordinate and complete this worksheet to be included with the Annual Review Packet prior to the meeting. A child may qualify for Extended School Year (ESY) based on the severity of his/her needs (refer to NYS Part 200 Regulation, Sect. 200.16: attached). Section 1 and Section 2 of the form will need to be completed and submitted with the Annual Review packet in order to justify a recommendation for ESY services. Please provide coordinated documentation and justification for each service(s) recommended. It is expected that all ESY information will be coordinated and submitted together. Eligibility and final determination of services will be decided at the Annual Review meeting. Please discuss with families that the outcome of the meeting may look different than recommended services.

Demographic Information:

School Year: _____

Student Name: _____

Date of Birth: _____

School District: _____

Service Provider(s): _____

Note: This form is required even if extended school year services are not recommended.

If ESY is recommended, either an ESY Justification (Attachment A2) or an updated IEP is required to be attached to this form.

Please check the boxes below that apply:

- ☐ *Discussed with parent/guardian*
- ☐ *No Extended School Year services are recommended*
- ☐ *The following ESY Services are recommended for consideration by CPSE:*

☐ Self-Contained Full Day	☐ Occupational Therapy
☐ Self-Contained Half Day	☐ Physical Therapy
☐ Integrated Full Day	☐ Music
☐ Integrated Half Day	☐ Counseling/Social Work
☐ SEIS/SEIT	☐ Play Therapy
☐ Speech	☐

Section 2:

Provide evidence and summarize all necessary information that there has been a substantial amount of regression of skills (as defined by NYS Part 200 Regulation, Sect. 200.16) following a break of service (if applicable).

A minimum of three (3) data points must be documented.

Annual IEP Goal						
	Skill Level Before Break in Instruction	Dates of Break In Instruction	Number of Sessions Missed	Skill After Break in Instruction	Dates Skill Recouped	Number of Sessions to Recoup Skill

Form Compiled By: _____



Guidelines:

Consideration for Extended School Year Services

This is a guide and is not intended to be part of the Annual Review/ESY Report!

It is assumed that all preschool students would benefit from extended-school-year programming. Therefore, a student's ability to benefit from 12-month programming is not a valid reason to recommend extended-school-year services. In addition, it is also assumed that students, both regular education and special education students, would regress if they were not receiving instruction during the summer.

The issue is the extent and magnitude of the regression. All decisions must be considered on an individual basis. A teacher/therapist should be able to determine those skills, which a child has mastered at the time of the Annual Review.

Documentation is required to justify which of those previously mastered skills would require a period of greater than 8 weeks to recoup. A teacher/therapist must be able to provide convincing data to support their request of extended-school-year services.

CPSE uses the following checklist for ESY consideration:

This is a guide and is not intended to be Part of the Annual Review/ESY Report!

☐ The child does not demonstrate significant delays across domains, nor is the child at risk for significant regression which would require services beyond the typical (September-June) school year. Therefore, extended-school-year services are not recommended.				
☐ The child demonstrates intensive needs in specific areas that inhibit functionality and has demonstrated limited ability to retain previously-mastered skills/concepts over time. <table><tr><td>☐ Cognitive/Pre-academic</td><td>☐ Social/Play/Management</td></tr><tr><td>☐ Communication</td><td>☐ Physical</td></tr></table>	☐ Cognitive/Pre-academic	☐ Social/Play/Management	☐ Communication	☐ Physical
☐ Cognitive/Pre-academic	☐ Social/Play/Management			
☐ Communication	☐ Physical			
☐ The child demonstrates significant needs across multiple domains (cognitive, motor, adaptive, social-emotional, communication), requiring extended-school-year services. <table><tr><td>☐ Cognitive/Pre-academic</td><td>☐ Social/Play/Management</td></tr><tr><td>☐ Communication</td><td>☐ Physical</td></tr></table>	☐ Cognitive/Pre-academic	☐ Social/Play/Management	☐ Communication	☐ Physical
☐ Cognitive/Pre-academic	☐ Social/Play/Management			
☐ Communication	☐ Physical			



Guidelines:

Submitting Documentation for Regression/Recoupment

Please refer to the information below to assist you with completing **Section 2** of the Extended School Year Documentation form. **This is a guide and is not intended to be part of the Annual Review/ESY Report.**

1. Determining Regression/Recoupment Time:

Some questions providers should ask themselves when considering a child for extended school-year services are:

- Could child benefit from break over summer?
- Can child function in a natural setting?
- Is child understood by familiar listeners versus unfamiliar listeners?
- Does child demonstrate behaviors related to low frustration tolerance?
- Is child able to maintain safety?
- Can another discipline carryover work on area of difficulty?
- Would carryover activities/suggestions given to parent, support child's needs over summer without formal services?

It is important that service providers document substantial regression to CPSE by providing ongoing multiple measures throughout the school year. These measures should be both qualitative and quantitative and not just a single set of scores.

Using SED's example of an absence of services (an 8-week period) in July and August the review period should not exceed eight weeks. Therefore, to be considered for Extended School Year services, a preschool student with an absence of two weeks would require two or more weeks to recoup skills.

Preschool students being considered for Extended School Year services **must** show a consistent pattern of regression as documented throughout the school year as well as over weekends, vacations and illnesses. This determination will require frequent assessments (weekly, monthly, etc.) and documentation justifying the expressed need.

2. Documenting Regression/Recoupment Time:

A variety of methods (not a single test or set of scores) must be used to measure regression over time and for documentation purposes. The following are suggestions of appropriate data that can be used:

- Describe frequency, intensity and duration of behavior
- Consideration of current IEP goals/objectives
- Anecdotal notes, summary of progress notes
- Graphs or Charts
- Pre/post norm referenced testing
- Information assessments and observations
- Behavior Checklist
- Criterion referenced testing