The Extended School Services (ESS) District Manual is nonregulatory guidance designed to work in conjunction with the procedural safeguard protections for students with disabilities under the Individuals with Disabilities Education Act (IDEA). It is intended to be informal guidance representing the interpretation of applicable statutory or regulatory requirements in the context of specific circumstances and is not legally binding.

Revision to guidance documents occurs based on feedback the Office of Special Education and Early Learning (OSEEL) receives from the Directors of Special Education (DoSEs), statewide stakeholder groups, the Kentucky Department of Education's (KDE's) interpretation of law, court cases and guidance from the Office of Special Education Programs (OSEP). OSEEL also revises guidance documents based on desk audits, on-site monitoring visits and formal written complaints.

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Introduction

The purpose of this manual is to assist districts and schools in planning, delivering and evaluating Extended School Services (ESS). It includes an overview of Kentucky's ESS requirements and recommended strategies for implementing an ESS program.

Several of the resources and tools described in the manual are available through the Extended School Services (ESS) SharePoint site, a platform available for ESS district staff. The site includes required document submission information, submission support videos, the ESS District Program Manual, data standards for Infinite Campus (IC) data entry, and frequently asked questions. Access to the site must be granted to view the materials. District ESS staff should request access, if not currently granted, by contacting the Division of IDEA Implementation and Preschool (DIIP) at (502) 564-4970.

Definitions

The laws and regulations governing the operation of ESS are found in the Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR).

KRS 158.070 requires schools to provide additional direct instruction beyond the minimum school term for students in need of extended services and requires the Kentucky Board of Education to promulgate administrative regulations establishing criteria for the allotment of grants to local school districts to provide these services. ESS provides additional instructional time for learners who struggle with, or are failing to meet, grade level academic achievement goals. Kentucky Administrative Regulations establish the requirements for ESS in 704 KAR 3:395.

The following key terms, as defined by 704 KAR 3:395, are referenced throughout this document. Related ESS program notes are included.

Extended School Services

704 KAR 3:395 defines ESS as "instructional and support services provided:

a) By school districts for students who are unlikely to achieve proficiency, transition to the next level of learning successfully, or be able to meet the academic expectations in KRS 158.6451 without additional time or differentiated opportunity to learn;

b) At times separate from the regular school day, regular school week or the minimum school term, unless a district's request for a waiver meets the criteria established in Section 7 of this administrative regulation and has been approved by the commissioner; and

c) As interventions included in the student's intervention plan, to ensure that the student remains in school and is on track to meet goals for postsecondary education and career after high school."

Note: The ESS legislation originally defined additional instructional time to mean extended school services which occur before or after school, in the evenings, on weekends, during the summer or during intercessions. Amended legislation in 2002 allows schools to provide limited services during the school day through a waiver process approved by KDE.

Support Services

These are "services that provide technical, administrative, and logistical support to facilitate and enhance instruction that:
a) Are provided to enable the student to realize the benefits of the instructional program; and
b) Include services, such as transportation, instructional materials or supplies, student snacks, school-based counseling, community-based mentoring, academic advising, parent training for follow through or referrals for social, health or financial assistance through appropriate service agencies" [704 KAR 3:395, Section 1 (10)].

Note: Districts and schools should consider support services that will enable students to realize the benefits of ESS. Senate Bill (SB) 150, which passed in 2023, requires districts to notify parents/guardians if their child is referred for *any* mental health service. Please see KDE's legislative guidance for additional details on SB 150.

At-risk Students

"At-risk students" is defined in KRS 157.360(2)(a) "as those approved for the free lunch program under state and federal guidelines."

Note: For the purposes of the ESS program, "at-risk" status does not impact or elevate students' eligibility to receive services. Section three of 704 KAR 3:395 outlines the specific requirements for selecting or assigning students to receive ESS. ESS programs should be based upon a priority selection process, which considers individual test scores, unsatisfactory grades or work in key subject areas, if students are working below grade level, and other individual criteria. Students with the greatest needs should be prioritized for referral; students with short-term academic needs may also participate in ESS.

Average Daily Attendance

Average daily attendance (ADA) is defined by KRS 157.320(1) as "the aggregate days attended by pupils in a public school, adjusted for weather-related low attendance days if applicable, divided by the actual number of days the school is in session, after the five (5) days with the lowest attendance have been deducted…"

Note: Each year, school districts are notified of the funds that they are eligible to receive based on a formula that considers both ADA and needs factors (economic deprivation rate, dropout rate, and cognitive index). More information on the specific funding formula including ADA is included in section four of the regulation.

Assessments

"Diagnostic assessment means an assessment that is used to identify gaps in student learning in specific content areas" [704 KAR 3:395, Section 1 (3)].

"Formative assessment means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessments may include the use of commercial assessments, classroom observations, teacher designed classroom tests and assessments, and other processes and assignments to gain information about individual student learning" [KRS 158.6453(1)(e)].

"Interim assessments means assessments that are given periodically throughout the year to provide diagnostic information and to show individual student performance against content standards" [KRS 158.6453(1)(f)].

"Summative assessment means an assessment given at the end of the school year, semester or other period of time to evaluate students' performance against content standards within a unit of instruction or a course" [KRS 158.6453(1)(g)].

Note: Districts must identify in the ESS program policies and procedures, which diagnostic assessments or tools the district will use to refer and identify students for ESS [704 KAR 3:395, Section 3]. An instructional program for ESS must include:

- Diagnostic assessments to determine the areas of highest academic need for an individual student [704 KAR 3:395, Section 2 (2)(a)]; and
- Formative and summative assessments to facilitate student progress and to determine if the student has achieved the learning goals of the student's intervention plan [704 KAR 3:395, Section 2 (2)(c)].

Districts must provide professional development on the use of formative assessment strategies to monitor progress for teachers providing instruction in ESS programs [704 KAR 3:395, Section 2 (8)].

Individual Learning Plan (ILP)

The ILP is "a comprehensive framework for advising students in grades 6 through 12 to engage in coursework and activities that will best prepare them to both realize college and career

success and become contributing members of their communities" [704 KAR 3:395, Section 2 (6)].

Note: The minimum requirements for high school graduation regulation (704 KAR 3:305) outlines the requirements for the ILP process throughout district middle and high schools. The ILP is not a substitute for the statement of transition service needs for students with disabilities as provided in 707 KAR 1:320.

A district/school is required to inform parents or guardians of the student's eligibility to be assigned to ESS and how the student's personalized student intervention plan and goals will be part of the ILP [704 KAR 3:395, Section 3 (8)(b)].

Student Intervention Plan

The student intervention plan identifies the specific intervention goals for a student and is used to track student progress on those goals [704 KAR 3:395, Section 1 (8)]. ESS provided to a student must be planned, documented and evaluated through the student intervention plan [704 KAR 3:395, Section 2 (2)].

Note: Districts may develop their own form or method to document the student intervention plan if regulatory requirements are met.

Instructional Program

The ESS program is designed to be a proactive program to address academic needs before they become recurring, long-term problems for students. Through planned intervention, the performance gap between participating students and their peers is closed instead of widening. 704 KAR 3:395, Section 2 (1) states, "Priority for ESS services shall be placed on designing and delivering services to students at academic risk with the specific objective that students are able to:
   a) Progress from grade to grade with their cohort;
   b) Exit elementary school ready to meet academic expectations at the middle school level;
   c) Exit middle school ready to meet academic expectations at the high school level; and
   d) Exit high school ready to meet academic expectations at the postsecondary education level and in the workplace, with an emphasis on literacy and mathematics."

ESS may be provided to eligible students who are in the first year of primary school through grade 12. Students are eligible to receive ESS services until they graduate or reach age 21, whichever comes first [704 KAR 3:395, Section 2 (10)]. As a result of an appropriately implemented ESS program, students may meet academic expectations, improve their grades and succeed at a higher level through the additional instructional time ESS provides.

Section two of the ESS regulation includes the instructional program requirements districts/schools must plan and document. Emphasis is placed on providing additional time and differentiated opportunity to learn rigorous academic and enrichment content aligned with individual student needs [704 KAR 3:395, Section 2 (1)]. This additional time may include extended days, weeks or years as described in KRS 158.070(7). Table One outlines the requirements of the ESS instructional program and student intervention plan, per 704 KAR 3:395, Section 2 (2). Recommendations on how to apply those requirements are included, along with resources to assist in implementation.

Table One: Instructional Program Requirements

Program Requirements	Application and Resources
"Diagnostic assessments to determine areas of highest academic need of the individual student"	Questions to consider: • Which diagnostic assessments does the student need? • What are the assessments intended to measure? • How will information from the assessments be used?
"Development of goals, in consultation with classroom teachers, parents and students, for eliminating the identified academic need, including timelines and specific measurable outcomes"	• Develop goals in collaboration with the student, teachers and parent or guardian. • Determine how goals and progress will be monitored. Establishing a process may be helpful. • Include clear progress expectations and exit criteria that can be monitored throughout the year to determine when exit criteria are met.
"Formative and summative assessments to facilitate student progress and to determine if the student has achieved the learning goals of the student's intervention plan"	• Establish the learning goals and the success criteria. • Gather a variety of assessment information to triangulate student progress. • Review assessment information often.

Program Requirements	Application and Resources
	• Use assessment information to determine if goals are met and next steps.

"Instructional strategies that are differentiated and that do not replicate practices that have proven to be ineffective for the student in the traditional classroom"	Review and revise instructional strategies, as needed for individual students.
	• Resources:
	  ○ Kentucky Multi-Tiered System of Supports (KyMTSS)
	  ○ Differentiation

"A plan for collaboration and consistent use of interventions among the teachers supporting the student in core academic classes and those providing supports through extended school services"	• Develop a communication process between ESS teachers and classroom teachers to align interventions and supports for students.
"Counseling and academic advising to remove barriers to achievement"	• Utilize school counseling and academic advisors. • Solicit input from student and parent or guardian on current or potential barriers.
"Regular communication with the parent or guardian"	Make specific plans for parent or guardian involvement. • Collaborate with parents or guardians on student needs, goal setting and expectations. • Share student progress regularly. • Utilize English Learner supports and services, if needed (interpreter, instructor, Family Resource and Youth Service Center).

Scheduling Models

ESS programs must not replace instructional time of the regular school program but instead extend time and provide differentiated opportunity to learn in a specific area of academic need [704 KAR 3:395, Section 2 (5)]. The intent of ESS is to support the achievement of Kentucky's learning goals and regular classroom instruction. This is achieved by close collaboration

between the regular school program and the ESS program. Strong collaborations will minimize individual student's need for ESS.

Statute requires that every school offer ESS services to their students. Schools may use flexibility in scheduling ESS with a variety of scheduling models to meet student needs. Table Two includes instructional program scheduling models that may be used along with requirements and conditions to be considered.

Table Two: Instructional Program Scheduling Models

Scheduling Models	Conditions
Extended day programs scheduled at any time outside of the regular school day	• May occur before or after school; • May occur during periods of intercession (school breaks); • Consider parent or guardian and teacher schedules; • Consider transportation needs; and • Consider students not served in a regular school setting (alternative education settings, vocational settings, etc.).
Programs operated during the regular school day	• Requires waiver approval from the commissioner of education; • May not interfere with regular classroom instruction that students receive; • May be provided during enrichment time or independent practice time; and • Must also have an ESS out of school time (OST) program offered.
Night programs	• May not replace a day class for an evening class (ESS is not a replacement or substitute program); • Consider student, parent or guardian and teacher schedules; and • Consider transportation needs.

Scheduling Models	Conditions
Saturday programs	• May include activities occurring on Saturday; • Consider student, parent or guardian and teacher schedules; and • Consider transportation needs.
Summer programs	• May include summer school or summer programs; • Consider student, parent or guardian and teacher schedules; • Consider transportation needs; • More than one school may jointly provide services at one location; and • May serve students from another district under negotiated agreement.
Flexible school calendars which allow eligible students to attend school for a longer period of time than other students	• May occur during intercessions of year-round school; • Consider student, parent or guardian and teacher schedules; and • Consider transportation needs.

Teacher Certification

ESS regulation 704 KAR 3:395, Section 2 (7) requires that "Teachers providing instruction in extended school programs shall meet the same professional qualifications as teachers who are employed in the regular school program." There are some instances where a noncertified staff member may provide instruction and support as part of ESS, but noncertified staff must be supervised by certified staff [704 KAR 3:395, Section 2 (9)]. Districts must maintain on file a written criteria for the selection of personnel employed in ESS and must ensure staffing decisions are made to best meet the needs of students [704 KAR 3:395, Section 4 (9)(i)].

Some guiding questions the school or district may want to consider are:
1. Is the teacher certified in the appropriate grade level?
2. Is the teacher certified in the appropriate subject area?
3. Is the student only receiving interventions in certain areas or skills?
4. Is the student receiving ESS for the purpose of promotion and/or to earn academic credit?

Since ESS is an extension of the school day and not a separate, categorical program, the students' teachers and ESS staff should collaborate. Collaboration should occur before the ESS program begins to identify specific student needs and select appropriate instructional strategies. This should continue throughout the year to monitor student achievement and determine when exit criteria are met for release from the ESS program.

As part of a student's intervention plan, certified staff, including administrators, teachers and advisors, must collaborate to plan, deliver and evaluate ESS instruction and supports [704 KAR 3:395, Section 2 (6)]. Table Three includes recommendations the district/school may consider when documenting the planning, delivery and evaluation of ESS.

Table Three: Documenting the Provision of ESS

Provision of ESS	Recommendations
Planning: referral process, student intervention planning	• Develop and align referral form to district procedures including student eligibility criteria; • Develop parent or guardian and student contracts outlining expectations for ESS participation and exit; • Develop student and parent or guardian survey to solicit input on potential goals and services needed; and • Plan for student and teacher collaboration scheduling within student intervention planning.
Delivery	• Identify student-specific instructional and intervention strategies; • Identify student-specific ESS activities or program design to be used; and • Identify methods of evaluation and progress monitoring to plan for program improvement.
Evaluation	• Identify program entry and exit evaluation methods; • Develop progress monitoring collection tools to document: o record of attendance; staff timesheets;

Provision of ESS	Recommendations
	o student progress (quantitative and qualitative); and o parent or guardian and student communication.

Professional Development

According to the ESS regulation, 704 KAR 3:395, Section 2 (8), "Teachers providing instruction in extended school programs shall be provided with professional development on effective instructional strategies for meeting the needs of at risk students and the use of formative assessment strategies." Below are resources to assist districts/schools.

- Instructional Resources: Includes instructional resources for district staff to assist students covering topics such as academics and content instruction, classroom management, evidence-based practice, distance learning, and Individualized Education Programs (IEPs).
- Kentucky Academic Standards: Contains general instruction and content area specific resources including evidence-based instructional practices and formative assessment tools.

Waiver for Alternative Service Delivery

If a district/school requires a daytime ESS program in addition to the ESS program offered outside of the regular school day, the district/school must complete the application for a Daytime ESS Service Delivery Request for Waiver. All districts/schools utilizing a daytime waiver must continue to offer ESS services during OST.

The waiver request application to operate ESS during the school day must contain [704 KAR 3:395, Section 7 (1)(a-d)] rationale and description narratives that include:

- An explanation and documentation to support why a program during the school day, or an alternative program, is needed in addition to the traditional, OST ESS program;
- A description of the daytime ESS instructional program model to be implemented, including measurable goals and objectives for student performance and a detailed schedule;
- A description of the methods used to identify and select students for services in the daytime program, a description of the student population to be served and the content area(s) of need;
- A description of how teachers will be selected to provide ESS; and
- All OST programs the school will offer in addition to the daytime program.

- The waiver request application also contains an evaluation narrative section regarding ESS budget details and activities. The section must include an accurately completed budget sheet provided with detailed activities, correct financial codes, budget amounts and any necessary explanations.

Once the waiver request application is completed by the district/school and all signatures obtained, the waiver request must be uploaded via the ESS SharePoint site to the New Daytime Waiver Requests document library for review by the DIIP. KDE will notify the district or school by email if the waiver request requires additional information.

The commissioner of education may consider the request for a waiver to operate an ESS program during the school day [704 KAR 3:395, Section 7 (1)]. KDE will notify the district/school by email if the waiver is approved or rejected.

If the waiver is approved, the district/school may operate the proposed ESS program during the school day. If the waiver is rejected, the school/district may not operate the proposed ESS program during the day but may resubmit a new or modified application.

Student Selection

Services provided through ESS are for all students who are struggling, including exceptional children. Districts must select students who need additional instructional time or differentiated opportunity to learn and students may not be selected or assigned to receive ESS for disciplinary purposes or for any kind of in-school suspension [704 KAR 3:395, Section 3 (1)]. Additionally, "Extended school services shall be provided to eligible students who are in the first year of the primary school program through grade 12. Students shall be eligible to receive these services until they graduate from grade 12 or reach twenty-one (21) years of age, whichever comes first" [704 KAR 3:395, Section 2 (10)].

To determine which students are eligible for and in greatest need of ESS, the district must use one or more of the following [704 KAR 3:395, Section 3 (5)]:

- Teacher recommendation;
- Academic performance data, including diagnostic, formative interim or summative assessments; or
- Student performance on high school, college or workforce readiness assessments required by KRS 158.6459.

Local school boards must approve and disseminate procedures describing how eligibility criteria help determine which students have the greatest need and thus must be referred and selected first to receive ESS. These procedures must not exclude students who have greater academic need from the referral or selection process for ESS due to the inability of the parent/ guardian or student to provide transportation. [704 KAR 3:395, Section 3 (6)].

When developing district referral procedures, consider the following:
- Develop a referral form to include required documentation aligned to the district referral procedures;
- The referral should be initiated by someone who knows the student and recognizes the need for ESS (may include, but not limited to a classroom teacher, counselor, parent or guardian and/or the student);
- Copies of the referral form should be given to the referring teacher, the parent or guardian, the ESS teacher and the building and/or district level coordinator.

The information required on the referral documentation should align with the eligibility and selection criteria in the district's approved procedures, which may include:
- Demographic information;
- Reason(s) for referral;
- Selection criteria;
- Specific areas of concern or content area(s) the student needs assistance with;
- Specific assistance recommended;
- Evaluation methods; and
- Expectations and goals.

If a local board of education mandates the participation of eligible students in ESS the district must meet the requirements outlined in 704 KAR 3:395, Section 3 (2 -4).

Parent Involvement and Support

Parents and guardians provide an important role in planning ESS through a student's intervention plan. The ESS regulation requires districts to have regular communication [704 KAR 3:395, Section 2 (2)(g)] with parents or guardians to plan for and develop goals, review progress and provide feedback and to stay informed of important details regarding the ESS program.

Table Four lists the parts of the ESS regulation requiring parent/guardian notification and input, and provides recommended strategies for implementation.

Table Four: Parent Involvement

Regulation	Recommended Strategies
704 KAR 3:395, Section 3 (7) "A local school district shall solicit input from parents and the community to identify potential barriers to participation. Identified barriers shall be addressed through engagement with community partners or	• Publicize the ESS program in community newspapers, parent brochures, report cards, school programs, parent/teacher groups and others; • Develop partnerships and support with local businesses through the provision of

Regulation	Recommended Strategies
through use of off-campus locations of after school, weekend, or evening ESS programs."	• student incentives, mentorships and volunteer activities; • Develop parent or guardian and student contracts outlining expectations for ESS participation; • Survey all parents or guardians (not just ESS parents) on a regular basis regarding effective programming, scheduling of services, needed supports, and other district-specific topics. Share results of the survey with parents and guardians and community partners; and • Host forums or develop training to address identified barriers and other topics requested by parents or guardians and community partners.
704 KAR 3:395, Section 3 (8)(a) "Schools shall inform parents and guardians of extended school services including: (a) The rationale for offering extended school services, including data about educational achievement and future earnings, opportunities for postsecondary education and training, and consequences of failure to obtain a high school diploma;"	• Provide parents and guardians with access to KDE's Extended School Services page including ESS statute and regulation requiring districts to offer ESS. • Develop procedures to disseminate the information to parents and guardians. • Explain the Individual Learning Plan to students, parents and guardians.
704 KAR 3:395, Section 3 (8)(b) "A specific notification to parents or guardians of their child's eligibility to be assigned to extended school services, including the manner in which a personalized student intervention plan and goals will be included as part of the student's individual learning plan to help ensure that the student is able to achieve the student's academic and career goals;"	• Explain the need for the student to receive ESS and the expected outcomes outlined in the student intervention plan. • Develop specific student and parent/guardian notifications. • Explain how students and parents/guardians may provide input on the student's intervention plan and goals. • Outline the requirements for being assigned to ESS, including conditions for attending and exiting.

Regulation	Recommended Strategies
704 KAR 3:395, Section 3 (8)(c) "Written procedures for parents or guardians to request reconsideration of their child's eligibility for extended school services."	• Develop and disseminate procedures detailing how parents/guardians may dispute the identification or non-identification of a student for ESS. ○ Seek input from parents and guardians, site-based decision making (SBDM) councils and district/school staff regarding the development of the procedures. • Implement a system to inform parents/guardians when a student has not been found eligible to participate in ESS through the student selection process.

ESS Program Evaluation

Evaluation of an ESS program is continuous and is based on how well participating students achieve learning goals in the regular classroom. High quality ESS programs support the overall achievement of Kentucky's students.

KDE is required to evaluate ESS programs provided in schools and districts. The ESS regulation describes the program evaluation requirements and establishes the criteria for funding to provide ESS and the delivery of services including daytime waivers.

During the ESS program evaluation, KDE must collect data from all schools via the Kentucky Student Information System (KSIS)/Infinite Campus (IC). Districts enter data in the student record of the Intervention Tab. KDE pulls the data for the ESS program evaluation, including:

1. The number of students receiving ESS;
2. The content areas where ESS are received;
3. The hours of service provided;
4. The demographic data for students receiving ESS; and
5. The student improvement as a result of ESS [704 KAR 3:395, Section 6].

For more information on how to input student records into IC, please see the Data Standard Intervention – ESS. The data standard also includes information on how to identify students with records on the Intervention Tab by completing a Custom Personal Learning Plan (PLP) Intervention Data Report in IC.

Table Five includes a list of the data the school must submit, the purpose of the data, a brief description of the data required and the submission due dates.

Table Five: Data Collection Required

Data Required	Purpose	Data Description	Submission Due Date
Annual Program Projection Report	Projection of the upcoming school year's program(s)	• Students to be served • Number of certified and classified staff • Funding for each site • ESS program schedule	June 30th
IC Confirmation List	Confirmation that IC records for the district are complete	• School/district has run reports and checked ESS Intervention tab data • Summer school plans • Personnel changes • Update report to add summer school data* • For more information on how to input student records into Infinite Campus, please see the ESS Data Standard.	June 30th *ESS summer school data is due Sept. 30th
Daytime Waiver Program Evaluation(s) and	Evaluation of the school year's daytime program	• OST programs offered • Staffing data	June 30th

Data Required	Purpose	Data Description	Submission Due Date
Continuation, if applicable Note: For all schools receiving a school day or an alternative program waiver, KDE must collect additional data from schools [704 KAR 3:395, Section 7 (2)].		• Collaborative partners • Targeted content areas • ESS instructional program details • Student results • Plan to address students who did not improve	

To complete the data submissions, the district/school should verify the information in IC is complete and accurate. The Annual Program Projection Report, Daytime Waiver Program Evaluation(s) and Continuation (if applicable), and IC Confirmation List are submitted via the Extended School Services SharePoint site. The site includes frequently asked questions and more information regarding submission procedures.

District and School Improvement Plans

Each school or district must develop, review and revise comprehensive school or district improvement plans [703 KAR 5:225, Section 3 (1)].

A "Comprehensive District Improvement Plan" or "CDIP" means a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students" [703 KAR 5:225, Section 1 (3)].

A ""Comprehensive School Improvement Plan" or "CSIP" means a plan developed by the school council, or successor, and charter schools with the input of parents or guardians, faculty and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students" [703 KAR 5:225, Section 1 (4)].

The ESS regulation requires information to be included in the district's CDIP and CSIP. Table Six highlights the sections of the ESS regulation related to CDIPs and CSIPs.

Table Six: Kentucky Administrative Regulations Related to CDIP and CSIP

Regulation	Considerations for CDIP and CSIP
704 KAR 3:395, Section 2 (4)	"The district's comprehensive school improvement plan shall include opportunities to collaborate with businesses, colleges and community organizations to provide services and advising in off-campus locations as part of or aligned with the extended school services programs."
704 KAR 3:395, Section 5	"(1) A request for the use of extended school services funds shall be submitted as part of the district's comprehensive improvement plan. (2) a) District applications for funds shall be approved by the commissioner prior to the encumbrance or expenditure of funds for extended school services by any school district, including the contracting of personnel for extended school services. (b) Approval of programs as described in each district's comprehensive improvement plan, required program reports and request for a waiver for alternative service delivery shall be based on this administrative regulation and KRS 158.070."

For more information regarding CDIPs and CSIPs, please review the information provided on the School Improvement page or contact KDE's Office of Continuous Improvement and Support at (502) 564-5130.

Funding

Each school district is eligible to receive a grant from available funds to provide ESS [704 KAR 3:395, Section 4 (1)]. The Kentucky Board of Education establishes criteria for the allotment of the grant. "These grants shall be allotted to school districts to provide instructional programs for pupils who are identified as needing additional time to achieve the outcomes defined in KRS 158.6451" [KRS 158.070 (7)]. ESS funds allow every school district to operate a program for students having short- or long-term academic difficulties. ESS funds can help to address the monetary needs of Response to Intervention (RtI) and the Kentucky Multi-Tiered System of Supports (KyMTSS).

704 KAR 3:395, Section 4 establishes criteria for the allotment of ESS funds and by which the commissioner of education may approve of grants to local school districts. ESS district allocations are located under State Award Notifications on KDE's State Grants page.

Below are some key points regarding the allocation of ESS funding.
- ESS is a 15-month grant with funds allocated quarterly to districts;
- No school district shall receive a grant of less than $15,000 for ESS [704 KAR 3:395, Section 4 (7)];
- ESS funds are allocated by Sept. 30 and expended by Dec. 30 of the last year of the grant period (available for use for 15 months) [704 KAR 3:395, Section 4 (8)];

The criteria for how funds are distributed are outlined in 704 KAR 3:395, Section 4. For questions regarding the distribution of funds to districts, please contact the Division of Budgets and Financial Management at (502) 564-1979.

Criteria for how the ESS funds may or may not be used are outlined in 704 KAR 3:395, Section 9 of the regulation and include that:
- Funds received for ESS must be used for instructional and support services necessary to provide an effective program;
- Support services must include salaries of personnel;
- Transportation and staff development related to the provision of ESS must be considered permissible support services;
- Funds for ESS must not be used for capital outlay or indirect costs;
- Districts must be authorized to enter contractual agreements if needed to provide comprehensive ESS programs;
- Funds may be used for instructional materials and supplies if a need is demonstrated and the district does not have the supplies and materials otherwise available;
- A portion of the funds may be used for administrative costs, which shall not exceed five percent of the district's allocation; and
- Students must not receive monetary compensation to attend ESS.

The ESS regulation requires districts to document specific funding information to be submitted to KDE. "Financial records for extended school services shall be maintained by each school district and shall be submitted to the Department of Education via the state technology system" [704 KAR 3:395, Section 4 (10)]. Table Seven below includes financial record information for ESS that must be submitted to the KDE.

Table Seven: Financial Record Submission Requirements

Record Submission	Information Included	Submission Information	Contact
ESS Projection Report	• This is a projection of students to be served in the district • Staffing Number (Certified and Classified Staff) • Funding for each site • ESS program schedule	• Submit the Projection Report on the ESS SharePoint site • Due June 30	ESS Consultant with the DIIP at (502) 564-4970
Daytime Waiver Program Evaluation(s) and Continuation	• Describes the program and expected results • Describes collaborative partners and staffing	• Submit the Daytime Waiver Program Evaluation(s) or Continuation on the Extended School Services SharePoint site • Due June 30 for each site that has an approved daytime waiver in place	ESS Consultant with the DIIP at (502) 564-4970
Comprehensive District Improvement Plan (CDIP)	• Consolidated Expenditure Report for CDIP	• Due quarterly by the 25th of month (beginning in October)	CDIP Budget Specialist with the KDE's Division of Budgets and Financial Management at (502) 564-1979

Record Submission	Information Included	Submission Information	Contact
		• Files should be submitted via email to the KDE CDIP Reports email account: kdecdipreports@education.ky.gov • Include the district name in the subject line of the email and the quarter being reported	

For questions and answers related to funding, please visit the [Extended School Services SharePoint site](#) or contact the Division of Budgets and Financial Management at (502) 564-1979.

Additional Resources

- [KDE Extended School Services](#) provides information, resources and laws related to providing ESS to assist individual students who are having difficulty in one or more content areas.
- [A Family's Guide to Understanding Student Assessment](#) provides information to help families understand the different types of assessments and how assessments can support student learning.