WSESU Extended School Year Process:

Pursuant to Rule 2363.7 Content of IEP (34 CFR §300.320):

Extended School Year Services

(h) A description of any extended school year services (ESY) which the IEP team finds are necessary to provide a FAPE to the student.

(1) ESY services shall be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child because one or more of the following factors is evident: (i) ESY is essential to permit the student an opportunity to reach reasonably set educational goals; (ii) There has been a significant amount of regression over the past winter, spring and summer vacations and recoupment did not occur within a reasonable amount of time; (iii) The severity of the student's disability presents a danger of substantial regression; or (iv) The student's transition goals require continued programming beyond the school year IEP. (2) A LEA or IEP team may not limit extended school year services to students with particular disabilities. (3) A LEA shall not adopt a policy that limits the type, amount, or duration of ESY services for all children.

Process for completing the WSESU Extended School Year Form:

The ESY worksheet is designed to be used at an IEP meeting, though it is suggested that case managers collect, organize and complete an initial analysis of the regression/recoupment data prior to the meeting.

2. The Regression and Recoupment Data section is required

3. Thorough documentation and explanation of the team's thinking is required. Insufficient information on the worksheet (such as simply writing, "His disability is very severe") is not acceptable.

4. The "Determination of Services" section is required

When determining "frequency, intensity, and type" of service, the IEP team should keep in mind:

a. ESY is not intended to deliver services at the same level as during the school year.
b. The typical, school-based ESY program lasts 4 weeks, though individual students may require more or less time during the summer. The IEP team makes this determination.
c. The team should indicate the amount of time per week needed to prevent regression.
d. If a student had ESY services during the previous summer, carefully consider regression/recoupment data in light of the ESY program provided.
The student's performance will help the team determine whether the previous ESY levels of service were adequate (if there was limited regression and recoupment happened within 4-6 weeks of school resuming), inadequate (if regression was significant and recoupment was not achieved within 4-6 weeks of school resuming), or more than necessary (the student made gains in skills or behaviors targeted in ESY).