

EXTENDED SCHOOL YEAR: Definition and Determination of the Need for Services

Definition: *ESY encompasses services provided during breaks in the academic year to students with disabilities on an individual basis in order to provide FAPE. ESY is an extension of the child's school year for the purpose of providing necessary supports for specific goal areas in which the child has demonstrated a significant regression of skills and has demonstrated an inability to recoup skills. "Summer school" is a separate program, which can be for any student.*

Whether a student requires ESY is determined on an individual basis for each student as part of the IEP process. Eligibility is a data driven decision based on a regression-recoupment analysis. That is, the IEP team must determine whether it will be likely that the student will experience significant regression in the absence of an educational program and whether the time it will take to re-learn any lost skill will be excessive. If it is determined the student will experience regression during the break from school that he will not be able to recoup within a required time frame (typically 6-8 weeks), then ESY services should be made available.

In addition to showing regression, ESY services may be determined necessary by the IEP team for significant emergent skills and breakthrough opportunities (when a child is on the brink of learning to read, demonstrates a speech breakthrough, begins learning to walk, begins learning key concepts that are essential to an enduring skill, etc) in academic areas and life skills.

When documenting the need for extended school year, the following actions should be taken:

1. Document the mastery of the IEP goals and objectives and/or benchmarks several times during the year, including at the end of each grading period. Record objectives mastered and the level of achievement.
2. Document the length of time required by the student to regain previously mastered skills following any significant periods of absence from school, such as a long illness, school breaks, summer vacation, etc.

(Complete the **Extended School Year Eligibility Considerations Checklist**)

3. Document the progress made by the student during each grading period of the school year. Compare this with the level of achievement the student had reached when school ended the previous school year. If the student fails to regain the level of performance attained at the end of the previous school year within approximately six to eight weeks, the student should be considered as possibly needing extended school the following summer.

While extended school would be beneficial to most exceptional students, the criteria for eligibility is not simply because a student is likely to benefit. The criterion is that the service is essential for an individual student. Extended school year is not mandated for all handicapped children, it is not childcare, nor is it intended to be an opportunity to maximize educational benefits for exceptional children. Remember, most students will show some regression in skills after a long absence from instruction.

EXTENDED SCHOOL YEAR: IEP and Placement Instructions

The student's IEP team is responsible for determining whether the student should receive ESY services. Once this question is answered in the affirmative, the team decides on the nature and extent of the services, as well as their location. Generally, the IEP team determines ESY services at the annual review. In the case that the student's need for ESY does not become evident until sometime during the course of the school year, the IEP team should convene a new meeting to discuss and decide upon these services.

During the IEP meeting, the case manager must check the boxes on the "*Educational Services and Placement Page 2*" to indicate the team's determination of the eligibility for extended school year services. Whether the child is eligible or not eligible for ESY, a statement detailing the basis for the determination must be included.

For students who meet ESY criteria, the IEP team must indicate special education and related services to be provided consistent with the child's right to FAPE. Because the purpose of ESY services is to prevent regression and recoupment problems, rather than advance the educational goals outlined in the IEP, the ESY services a student receives may differ from those provided during the school year. The location, amount, frequency, and initiation and duration of services will be determined by the IEP team—based on data collected—and documented on the IEP. Additionally, the goals to be addressed shall be documented. It is important to keep in mind that ESY services should be designed to prevent significant regression—not used to teach new skills. Therefore, the addition of new measurable goals generally would not apply to the ESY IEP component.

No areas of chart on the "Educational Services and Placement Page 2" may be left blank.