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# Extended School Year (ESY)


# Extended School Year



ESY



What is ESY?



Factors to help  
determine eligibility for  
ESY



Decision Making/  
Timelines



ESY Service  
Delivery Models



Suggestions for ESY  
processes/procedures

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# What is ESY?

# ESY

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Extended School Year services are special education and related services provided to students with disabilities *beyond* the regular 180-day school year.

# Why have ESY?

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- In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again.
- ESY services are provided during breaks in the educational schedule to prevent this loss.

# Which students are eligible for ESY?

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All students with disabilities must be considered for ESY services each year.

All Means All

# Armstrong Target Group

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## ➤ *Students with severe disabilities:*

- Autism/PDD
- Serious Emotional Disturbance
- Severe Mental Retardation
- Degenerative Impairments with mental involvement
- Severe multiple disabilities

February  
28

# What ESY is Not

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- The desire or need for day care or respite care services.
- The desire or need for a summer recreation program.
- The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.



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Factors  
*to help*  
Determine  
Eligibility  
*for*  
ESY

# Considering ESY Services

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- There are seven factors, which may be considered to determine if a student is eligible for ESY services.
- No single factor will be considered determinative.

# Factors

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***I. Regression*** – whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of interruption in educational programming.

# Factors

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**2. *Recoupment*** – whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.

# Factors

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3. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

# Factors

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4. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

# Factors

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5. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

# Factors

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6. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.



# Factors

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7. Whether the student's disability is severe, such as autism/PDD, developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

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# Decision Making Process *and* Timelines

# Basic Steps ESY Decision Process

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**Step One:** Gather information regarding student progress ( especially after breaks in the school schedule)

**Step Two:** Make the determination regarding ESY eligibility at an IEP team meeting

**Step Three:** Document the ESY determination on the IEP format

**Step Four:** Issue the Notice of Recommended Educational Placement ( if appropriate)

# Gathering Information

## ➤ Reliable sources :

- Progress on goals in consecutive IEPs
- Progress reports maintained by educators, therapists, and others having direct contact with the student before and after interruptions
- Reports by parents of negative changes in adaptive behaviors or in other skill areas
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services
- Results of tests

# IEP Meeting

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- For students in the Armstrong Target Group, the IEP meeting must be held by **February 28** to determine if ESY services are needed.

( severe disabilities)

- For all other students with disabilities, the meeting must be held annually.

# Documenting ESY on the IEP Format

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

**D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY** - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

Support Service	
Support Service	
Support Service	

**E. EXTENDED SCHOOL YEAR (ESY)** - The IEP team has considered and discussed ESY services, and determined that:

- ☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

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OR

- ☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

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The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

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If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

# Information *on the* IEP Format

- **Description of the type and amount of ESY services** ( reference IEP goal )
- **Projected beginning dates and anticipated duration of service** (i.e. July 5 – 30, 4 weeks)
- **Frequency** ( 3 times per week for IEP goal of dressing, 1 time a week for goal of speech and language)
- **Location** ( Elementary school)

# Eligibility Decision on IEP

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- If the student is eligible for ESY, check the first option and note the data used in the review for the decision making.
- If the student is no longer eligible, check the second option and note the data used in the review for the decision making.
- If the student is receiving ESY, the third box must be completed with the goal/objectives



# Issue the NOREP (Notice of Recommended Educational Placement)

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- New NOREP must be issued if:
  - Proposing to add ESY services to an IEP that previously did not have it
  - Deleting the provision of ESY services from an IEP that previously did have it
  - Refusing to initiate the provision of ESY services requested by the parent

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# ESY Service Delivery Models

# ESY Service Delivery Models

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- The IEP team must determine the appropriate service delivery model based on the needs of the individual student.
- LEAs ( the schools) are not required to create new programs merely to provide ESY services in integrated settings if they do not provide services at that time for non-disabled children.

# Common Delivery Models

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- “Take-home” instructional Materials
- Behavioral or other training for parents or program staff
- Itinerant Teacher Services
- Consultation
- Tutorials
- Services contracted through community or outside agencies or APSs.

# Service Delivery Models

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- May be individual or group instruction
- May be delivered in the home or school setting
- May be delivered by the district of residence or contracted through another agency
- May be related services as well as instructional goals

# If the Parents and the School Disagree on ESY Determination

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- Parents may request a written explanation of the ESY denial prior to leaving the IEP meeting
- Parents may write a letter to the special education administrator listing their concerns
- Parents may request a new IEP meeting to discuss the issue with added team members
- Request mediation or a due process hearing

# Individualization of ESY Services

- The District strives to provide individualized ESY services to all ESY-eligible students, including services outside of the District's typical ESY schedule where necessary to ensure FAPE. If necessary ESY services cannot be provided within the District's typical six-week schedule, individual arrangements will be made to provide the additional or different services to the student.
- To advance this goal, an alternative or additional IEP team meeting may be scheduled to discuss ESY to allow greater focus on ESY services and to facilitate the arrangement of those services which are outside of the typical schedule.
- It is important to remember that the District's typical ESY schedule does not limit the ESY services that may be provided. The starting point is always the individual needs of a student, and the District is committed to arranging other or different ESY services where a student needs services outside the typical ESY schedule for FAPE.

# How ESY Services Are Determined

- **First**, the IEP team determines the type, amount, and duration of ESY services a student requires based on his/her individual needs.
- **Second**, the IEP team considers whether the ESY services required by the student can be provided within the District's typical six-week schedule of Tuesday/Wednesday/Thursday from 9 AM - 1 PM.
- **Third**, if any IEP team member recommends that a student receive ESY services that do not fit within the District's typical schedule, an alternative IEP team meeting should be scheduled (check the "An Alternative/ Additional ESY Programming Meeting" box) to determine whether the student requires the additional ESY services and, if so, what those services will be in the logistics for providing those services.