

What Is Extended School Year (ESY)?

Spring Leadership Meeting 2011

Division for Special Education Services & Supports

Dr. John D. Barge, State School Superintendent

Definitions of Key Terms



1. **EXTENDED SCHOOL YEAR SERVICE(S)** - The provision of special education and/or related services beyond the normal school year.

2. **REGRESSION** - A decline to a lower level of functioning demonstrated by a decrease of previously attained skills that occurs as a result of an interruption in educational programming.

3. **SEVERE REGRESSION** - This occurs when the amount of time required to relearn skills or behaviors becomes so significant that it interferes with the gains made during the school year. Since most students experience some regression over extended breaks, a significant increase in the recoupment period must exist in order for regression to pose a significant threat to the gains made during the school year.

4. **RECOUPMENT** - The ability to recover or regain skills at the level demonstrated prior to the interruption of education programming.

5. **CRITICAL POINT OF INSTRUCTION OR EMERGING SKILL** - The point at which a student has almost mastered the skills in an instructional sequence. As the need for ESY service(s) is made, the IEP team must determine that a break in instructional programming would result in the loss of significant progress made toward the acquisition of a critical or emerging skill.

6. **INTERFERING BEHAVIORS** - Behaviors such as stereotypic, ritualistic, aggressive, or self-injurious behavior(s), targeted by IEP objectives that would have prevented the student from receiving some benefit from his or her educational program during the regular school year, or whether the interruption of programming for this (these) interfering behavior(s) is likely to prevent the student from receiving benefit from his or her educational program without ESY service(s).

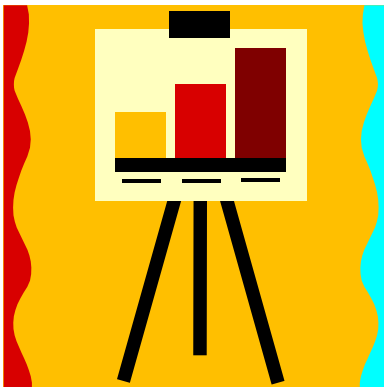
What is ESY ?

Extended school year (ESY) refers to special education and/or related services provided beyond the normal school year of a public agency for the purpose of providing a free, appropriate public education (FAPE) to a student with a disability in accordance with the child's IEP, at no cost to the family.

- ✓ Progress Monitoring and Data Collection
 - ✓ Factors to Consider for ESY
 - ✓ When should ESY be considered?
 - ✓ Who is eligible for ESY?
- ✓ Partnering with Community Resources

Data Collection for ESY

- Progress monitor for ALL Goals
- Collect data after long breaks
- If regression is observed, continue to progress monitor for recoupment



Factors To Consider

❖ Regression and Recoupment

- will the student recover of lost skills

❖ Degree of Progress

- progress towards goals and objectives

❖ Emerging Skills and Breakthrough Opportunities

- are skills at a breakthrough point

❖ Interfering Behaviors

- are there any interfering behavior(s)

❖ Nature and/or Severity of the Disability

- will the student's disability jeopardize receipt of the educational program



Considering ESY

IEP teams have much discretion, but little guidance, to determine when ESY services are needed for a student. With that in mind, the following list of questions might help:

1. Is ESY necessary to provide educational benefit, to enable a child to receive passing grades, or to permit promotion to the next grade level?
2. Do regression/recoupment data suggest that this student's skill losses over breaks are excessive and that it takes an unacceptably long period of time for lost skills to be regained upon return?

Considering ESY

3. Would the lack of ESY services prevent this student from becoming self-sufficient in basic skills that the student could otherwise be reasonably expected to achieve?
4. At what rate did the student make progress on existing IEP goals? To what extent were IEP goals met? Is there any pattern to the timing of the progress (or lack of progress) that would indicate the need for ESY services?
5. What else is significant about the nature and severity of the child's disability?

Considering ESY

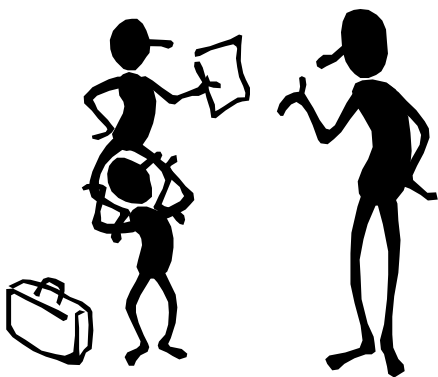
6. Does the student require ESY to meet vocational or transition goals?
7. Would the provision of ESY services allow the child to participate in a less restrictive environment upon return from the break?
8. Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

ESY and The IEP Process

- Invitation to IEP Meeting
- Present Levels of Academic Achievement and Functional Performance
- Goals & Objectives
- IEP Service Needs
- Considerations of ESY
- Identify goals to be addressed in ESY
- Identify amount, frequency, location and duration of ESY

Partnering with Your Community

- Look for alternative ways to provide ESY services
- Contract with Independent Service Providers
- Community Resources



Summary

- *Decisions about the need for ESY services are determined by IEP teams, not individuals
- *Decisions about ESY must be made INDIVIDUALLY on an annual basis for all students with disabilities
 - * ESY occurs beyond the regular school term at no cost to parents
 - * “Necessary for FAPE” is the only criterion found in regulations to guide decision-making.
- *ESY services are special education and related services, NOT tutoring, summer school, or enrichment and are subject to all rules and regulations surrounding the provision of special services



Frequently Asked Questions

When is a school district required to provide extended school year services to a child with disabilities?

A school district is required to provide extended school year services to a child when the child requires such services to receive a free appropriate public education. If the child requires extended school year services to receive a free appropriate public education, the school district must develop an IEP for the child that includes extended school year services. These requirements apply to all children with disabilities between the ages of three and 22 who have not graduated from high school with a regular diploma.

Frequently Asked Questions

Must a child receive extended school year services in the least restrictive environment?

Children receiving extended school year services must be educated in the least restrictive environment in which the child's IEP can be implemented. However, because extended school year services are provided during a time when the full continuum of educational placements is not normally available, the district is not required to establish programs to ensure that a full continuum of education placements is available. Options on the continuum must be made available only to the extent necessary to implement a child's IEP. If the participants in the child's IEP team meeting determine that interaction with non-disabled children is required, then the district must provide the child with an opportunity to interact with non-disabled peers.

Frequently Asked Questions

May a district provide related services as the sole component of an extended school year program?

Yes. While a child may not need extended school year special education, a child may need extended school year related services **in order to benefit from special education when school resumes during the school term. In this instance, the** related services may be the sole component of the extended school year program. The decision as to whether the child should be provided related services as the sole component of an extended school year program is the responsibility of the IEP team participants.

Frequently Asked Questions

Does the fact that extended school year services were provided to a child in a prior year mean that extended school year services are needed in the current year?

The provision of extended school year services in a prior year does not mean that extended school year services are needed in the current year. Similarly, the fact that no extended school year services were provided in a prior year does not mean that extended school year services are not needed in the current year.

Frequently Asked Questions

When there is no documentation of past regression-recoupment problems, may a child be eligible for extended school year services?

Yes. A child may still be eligible for extended school year services although there is no documentation of past regression-recoupment problems. In analyzing a child's potential regression-recoupment problems, the district needs to consider predictive information as well as any information obtained from prior experience with recoupment and regression, along with other appropriate factors.

QUESTIONS

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