
Extended School Year (ESY)

BACKGROUND:

School districts are required to provide extended school year (ESY) services to a pupil if the IEP team determines the services are necessary during a break in instruction in order to provide a free appropriate public education. There are three pathways through which a student may qualify for ESY:

Recoupment/Regression: This has to be backed up by data, data that is being collected regarding the student's goals and objectives. Special attention should be paid to breaks in Programming: summer break, winter break, spring break, long weekends, extended trips a student's family may take, etc. Data should be collected on the student's goals and objectives prior to the break and again when the student returns. Data must also continue to be kept to determine when the student regains the skills to the level they had prior to the break. If the amount of time it takes the student to regain the skills is longer than the break in programming, then we could consider regression/recoupment. There must also be multiple points of data, not just one break in programming that shows regression/recoupment. This data is what is shared at IEP meetings and helps guide the team in making the appropriate decision.

Self-Sufficiency: This is for students whose programming is based on functional skills/curriculum regardless of the disability category. It needs to be documented in the IEP with functional goals/objectives and the IEP team needs to determine that a break in programming will prevent the student from making adequate progress towards self-sufficiency in their goal/objective areas.

To attain self-sufficiency, a pupil must maintain skills consistent with the pupil's IEP goals in any of these skill areas:

- o basic self-help, including toileting, eating, feeding, and dressing;
- o muscular control;
- o physical mobility;
- o impulse control;
- o personal hygiene;
- o development of stable relationships with peers and adults;
- o basic communication; or
- o functional academic competency, including basic reading and writing skills, concepts of time and money, and numerical or temporal relationships.

(Example: A second grade DCD student who is very close to being toilet-trained at the end of the year and you know the student would be successful if you could continue for a brief time over the summer. ESY service might be weekly home visits to teach/reinforce with parent, bringing the student in during a district summer school program and support with para)

Unique Need: Unique circumstances in which a student requires ESY services in order to receive a Free Appropriate Public Education (FAPE). Unique need is not utilized very often, and the Special Ed Director should be contacted if a team is considering qualifying a student for ESY in this category. The intent is for students with unusual circumstances that create educational needs that cannot be addressed adequately during the regular school year and which require extended programming in order to receive FAPE. (Example: an accident results in a high school student qualifying for SpEd services under TBI and the time frame for making progress is shorter and very critical)

ESY PROGRAMMING NOTES for TEACHERS:

- If a student is determined eligible for ESY through one of the pathways described above, the nature and scope of ESY services is determined by the IEP team; in the event of a “More Data Needed” situation, the case manager may collaborate with the parent and administrator to design a plan.
- The primary intent of ESY service is to maintain a skill or prevent significant regression.
- ESY services should be targeted to the specific goal(s) for which regression recoupment/self-sufficiency/unique needs have been identified.
- It is the responsibility of the school district to carry out the necessary steps to implement ESY services as determined by the IEP team. The district must provide transportation for a student if it is needed for implementation of an ESY plan.
- Examples of how service could be provided may include (but are not limited to): a) weekly tutoring by a teacher, b) using a paraprofessional to support student participation in an activity sponsored by the district’s Community Ed , c) time for a teacher to assemble/correct home based learning activities and consult with the parent, d) participation, with Special Education support, in any summer school programming offered in the district.
- If “More Data Needed” is selected regarding ESY during the IEP process, you must revisit and address the need as Yes or No based on accumulated data. Complete the ESY information in SpEd Forms. Best practice would indicate that you would offer parents the option of meeting to review ESY data, update the previous decision, and design the ESY program if necessary. You could also have this conversation via phone or email. This would not be considered an amended IEP, and you do not need to complete a Prior Written Notice. A completed ESY Service Form should be finalized. It will appear as a separate document in history.
- You should notify your MARSS Coordinator/Admin Assistant for your building that you have a student who will receive ESY, provide them with the student’s name, service dates, and hours.

SPED Forms:

There are ESY guidelines for decision-making and planning embedded in SpEd Forms as separate line items under the IEP OR blue hyperlinks within the IEP itself. A completed ESY Service Form should be finalized. It will appear as a separate document in history.