



## Guidance Document: Extended School Year

### BACKGROUND:

Extended School Year (ESY) services are defined as special education and related services provided beyond the typical school year, in accordance with the student's Individual Education Program (IEP) and determined to be a **necessary** component of a Free and Appropriate Public Education (FAPE). The purpose of ESY is to maintain a student's previously learned skills.

### ESY BASICS:

- Eligibility is determined annually with parent input
- The IEP Team works together to determine the type and duration of services, there is no one size fits all program
- ESY services typically include instructional tutoring on IEP goals for which there has been severe regression/recoupment
- ESY can be delivered at the neighborhood school, school of attendance, in the home or in a community setting

### ESY Services are:

- Considered for all students ages 3 to 21 who are eligible for special education
- Provided to maintain skills acquired from instruction on IEP goals and/or objectives
- Based on regression/recoupment data & Predictive Factors

### ESY DETERMINATION:

- The IEP team analyzes data collected over extended breaks to determine if the student has demonstrated a loss of skill related to IEP goals/objectives and has difficulty regaining those skills. Remember a student must acquire the skill before a loss of the skill and difficulty re-learning the skill can be determined.
- Goals and objectives are progress monitored at various times throughout the year and the monitoring data used for ESY eligibility decisions is typically this data plus data taken over at least three extended periods of time. These times are usually Thanksgiving break, Winter break and Spring break.
- The IEP team considers possible factors that may impact a student's ability to maintain skill(s) over an extended break. These factors are referred to as Predictive Factors and include rate of progress, goals/objectives that require continuous instruction/monitoring, significant behavior or physical needs and/or the availability of alternative resources.
- If the student is found eligible for ESY, goals that have had significant regression/recoupment are identified and documented on the IEP. Services are then provided to address those goals.

- If the team is considering ESY eligibility, the ESY data documentation worksheet must be completed in Enrich. Click the “yes” radio button under the heading labeled “ESY Predictive Factors”. This opens the text box to adding regression/recoupment data and reviewing predictive factors. Complete all text boxes.
- Although To-Be-Determined (TBD) is an option in Enrich when a team is considering ESY eligibility, the PPBOCES does not encourage the use of this option. If a team has a particular student with extenuating circumstance and wants to check TBD, contact special education administration.

### Frequently Asked Questions about ESY

**1. For a student recently identified as a student with a disability, what data should the team consider when answering ESY eligibility questions?**

The team should consider the pattern of previous of learning. If the student does not have an atypical pattern of learning, mark no to ESY eligibility. The team will take progress monitoring data on goals throughout the year and will use this data at the next IEP meeting to determine future ESY eligibility.

**2. If the IEP is marked TBD, what is the process to amend the IEP to reflect an ESY eligibility decision?**

The team needs to look at the data taken throughout the year and analyze that data when making a decision as to ESY eligibility. Once a decision has been made, The case manager should contact parents and determine if they want an additional meeting or are comfortable amending the IEP without a meeting to reflect the eligibility decision.

**3. For a student who enrolls with an IEP that indicates previous ESY eligibility, what should the team do?**

If the team is accepting the IEP then ESY eligibility is part of the accepted package and the box will be checked yes. The team should begin immediately taking progress monitoring data on goals and include data on as many extended periods of time as possible. By April 30 the team will need to make a decision, based on the data. If the data indicates yes, then services will be provided accordingly. If the data indicates no, then the team will follow the process of amending the IEP to reflect a different ESY decision.