



CONSIDERATION OF THE NEED FOR EXTENDED SCHOOL (ESY) YEAR SERVICES

Student name: _____ **IEP date:** _____

Standard for extended School year	Yes	No	Data/Information Review (See #5 on next page)
Regression/Recoupment: Substantial regression in critical skills is expected as a result of an interruption in instruction. The student will likely require significant time to recoup lost skills. If all YES, then the student is <u>not</u> eligible for ESY services.			
1. Is the regression typical of the student's function throughout the year rather than due to a scheduled break in instruction?			
2. Has the student made progress toward IEP objectives up until this time, despite not having been provided with an extended school year?			
3. Can the regression be recouped within 45 school days after returning to school?			
Nature and/or Severity of Disability: The nature or severity of the student's disability is expected to require a longer school year for the student to prevent regression, recoup lost skills, and/or attain the goal of self-sufficiency and independence from caregivers. If NO, then the student is <u>not</u> eligible for ESY services.			
Critical Stages/Areas of Learning: An extended break in instruction at this stage will jeopardize this student's critical skill development. The student will suffer significant loss of skills, behavior, or opportunities in an area deemed to be crucial to reaching the ultimate goal of independence. If NO, then the student is <u>not</u> eligible for ESY services.			
• Based on the evidence above, this student:			
☐ Does <u>not</u> require consideration for an Extended School Year; or			
☐ Requires consideration for an Extended School Year to address a specific goal or need.			
• Record ESY service in the IEP or attach the form to IEP (if applicable).			

1. What are ESY services?

ESY refers to special education and/or related services provided beyond the normal school year for the purpose of providing a FAPE to a student with a disability. The purpose of ESY is different from the purpose of enrichment programs, summer school programs offered to all students, or compensatory education programs, and are not simply an extension of the regular school year. ESY services are offered at no cost to parents and will vary by type, location, and length of time, depending on the individual needs of the student. The purpose of ESY services is to maintain skills, not to develop new ones.

2. ESY services are NOT:

• for teaching new skills	• required to be provided all day or every day;
• based on the category of student's disability;	• an automatic provision from year-to-year;
• mandated for all students with disabilities;	• required to be provided in a traditional classroom setting;
• required 12-month programs;	• a service to be provided to maximize each student's potential;
• child care services;	• for credit recovery; and
• necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;	• a replacement for lack of attendance.

3. Who is eligible for ESY services?

Any student with an IEP is eligible for the consideration of ESY services if ESY is essential to provide FAPE. Each student has his or her own individual educational needs. Therefore, ESY services will accomplish different purposes for different students. Some students may suffer losses of social, behavioral, communication, academic, self-sufficiency or other skills during interruptions in academic year instruction.

4. Standards to consider ESY when skills may be jeopardized by an interruption in instruction. (See first page)

5. The IEP team determines the need for ESY services: (Data/Information Review)

- uses a variety of information
- ongoing assessment
- informal and formal methods
- examples of data that may be used:

• daily academic or behavioral performance records;	• parent input;
• criterion-referenced and norm-referenced test data;	• therapy logs;
• anecdotal records from information collected throughout the year;	• point sheets;
• behavioral checklists;	• frequency charts;
• students work samples;	• the student's prior experience with regression/recoupment; and,
• IEP progress reports;	• other predictive information.
• expert opinion.	

6. A guideline for establishing severe recoupment is nine weeks, but this is not a hard and fast rule.