

Extended School Year (ESY)

Extended School Year (ESY) guidelines are excerpted from the Revised Annotations for the IEP PR-07 Form (Revision date 10-04-2011). The Revised Annotations are published by the Ohio Department of Education, Office for Exceptional Children (ODE/OEC) to provide guidance to the IEP team. The entire Revised Annotations may be viewed at www.edresourcesohio.org.

The need for extended school year (ESY) services?: At the IEP meeting for a child with disabilities, the IEP team must determine whether the child is eligible for extended school year services (ESY) and, if so, make subsequent determinations about the services to be provided. The IEP team must indicate whether the child is eligible or is not eligible for ESY services, that the services are necessary for the provision of FAPE, and the basis for the determination. This determination is made on an individual basis and must be made even if the child's parents have not specifically requested that their child be evaluated for ESY programming.

For preschool, ESY must be considered for children transitioning from Part C in late spring and summer and eligible for special education and related services. Determination of ESY for children transitioning is not dependent upon enrollment in a preschool program. Data from Part C is a required piece of information for the IEP team and on the basis of that data and the ETR, the team must determine if a child will regress if there is a lack of continuity in services.

The consideration of providing ESY services is not dependent on the disability area, on administrative convenience, or on funding concerns.

In considering whether a child is eligible for ESY services, the IEP team must consider the factors below. However, no single factor will be considered the sole determining factor.

- Regression--whether the child reverts to a lower level of functioning, as evidenced by a measurable decrease in skills or behaviors that occurs as a result of an interruption in educational programming;
- Recoupment--whether the child has the capacity to recover the skills or behavior patterns, where regression occurred to a level demonstrated prior to the interruption of educational programming;
- Whether the child's difficulties with regression and recoupment make it unlikely that the child will maintain the skills and behaviors relevant to IEP goals and objectives;
- The extent to which the child has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted; and

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

ESY services must be provided if necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress towards educational goals or if extended school year services are necessary to avoid something more than adequately recoupable regression.

The determination of eligibility must be based upon the above factors, as well as reliable data sources of information regarding a child's educational needs, propensity to progress, recoupment potential, and year-to-year progress. Sources may include the following:

- Progress on goals in consecutive IEPs;
Progress reports maintained by educators, therapists, and others having direct contact with the child before and after interruptions in the education program;
- Reports by parents of negative changes in adaptive behaviors or in other skill areas due to interruption of services;
- Medical or other agency reports indicating degenerative-type difficulties that become exacerbated during breaks in educational services;
- Observations by educators, parents, and others; and
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments, and other equivalent measures.

The need for ESY services will not be based on any of the following:

- The desire or need for day care or respite care services; or
- The desire or need for a summer recreation program; **or**
- The desire for summer school; or
- The desire or need for other programs or services which, while they may provide educational benefit, are not required to insure the provision of a free appropriate public education (FAPE).

Determining ESY services should not be based on whether the child meets all annual goals. The annual goals are predictions of the child's progress and are based on current performance at the time the IEP is created or reviewed.

When ESY services are determined necessary for the provision of FAPE, the IEP *must* identify:

- The goals and objectives to be addressed;
- The type of ESY service (e.g., instruction by the special education teacher or related service provider);
- The location where the service will be provided (e.g., in the child's home);

- The frequency of the service (how frequently the ESY service will be provided to the child) (e.g., 30 minutes/day, 5 days/week);
- The projected beginning date (e.g., 7-05-09); AND
- Anticipated duration of service (when the service will end) (e.g., 8-15-09).

The Team has determined that ESY services are not necessary: Check this box if the team has determined that the child does not require services over the summer or holiday breaks to be provided FAPE. See the preceding description for information about making this determination.

The Team has determined that ESY services are necessary for the following Goals and Objectives or Benchmarks: Check this box if the IEP team has determined that the child will receive some special education or related services during holiday breaks or over the summer months because the child requires ESY services to receive FAPE. Then list, from Section 6, Measurable Annual Goals, those goals and objectives or benchmarks that require additional service to be provided over holiday breaks or the summer months. The IEP team may reconvene close to the end of the school year or before a break in the school calendar to write an appropriate IEP that contains the goals and objectives that will be addressed as part of ESY services.

The Team needs to collect further data before making a determination and will meet again by: Check this box if the team has determined that they need additional information that will be collected over the coming school year in order to make a determination on ESY services. Enter a date when the team will meet again to address the issue of ESY services.

