

# Cohasset Public Schools Extended School Year Services Decision- Making Guide



An extended school year (ESY) Program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and substantial difficulty in relearning such skills if an extended program is not provided.

All students with disabilities are entitled to free and appropriate public education (FAPE). In order for some students to receive FAPE, services will need to be provided beyond the typical school year.

## What Are The Criteria For ESY?

Teams collect data regarding the students skill levels before and after a vacation period in order to determine whether the student will require extended year services. The Team reviews the data to determine whether the student demonstrates regression or difficulty with recoupment of skills.

Extended School Year services are provided to protect against regression and to assist in recoupment of those skills already being addressed on the IEP.

Regression and recoupment consist of interrelated elements:

- The loss of performance levels there were attained before a break in service
- The child's limited learning rate, which lengthens the amount of time the child requires to review and/or relearn previously attained objectives, and
- The time for that child to accomplish such recoupment is greater than the period of time the school district allows all other children for review and/or relearning.

## Things to Consider.

- What is the degree of the student's impairment?
- Has the student met stated IEP goals and objectives?
- Is there evidence that the student will lose learned skills after a break in service?
- Does the student's limited learning rate lengthen the amount of time required to review and relearn previously attained objectives so that time needed to relearn skills is greater than what is allowed for all students to review and relearn?

## What If There is No History of Regression?

The Team should still consider ESY services if the following circumstances are present:

- ☑ Lack of progress in meeting goals and objectives over a period of two marking periods or more resulting in little or no progress in the school year.
- ☑ There are significant regression/relearning problems after short breaks in service such as vacations.
- ☑ The unique nature of specially designed instructions or related services due to the student's disability requires ESY programming
- ☑ School districts are required to ensure that special educators maintain qualitative and quantitative data including anecdotal records to document rates of learning, relearning, and attainment of IEP goals and objectives.

## When Will Services Be Provided?

Extended school year services are provided in the summer. Most programs happen over a four week period during the school vacation period.

## What Does All That Look Like?

For each skill area on a child's IEP, Teams must describe the skill level prior to a vacation; level after the vacation; and time it takes to reach the prior skill level again.

Your Child's teachers must collect data regarding skills in each area on your child's IEP.

These Include:

**Math**: computation; program solving, word problems

**Reading**: decoding, sight words/vocabulary; fluency; reading comprehension

**Writing**: sentences; editing; long composition; organization

**Speech and Language**: vocabulary; articulation; fluency; expressive language; receptive language

**Occupational Therapy**: motor; sensory integration; visual perception; visual motor; handwriting

**Physical Therapy**: functional motor skills; muscle strength; postural stability; physical endurance; range of motion

**Other**: social/emotional; behavior; attention/focus



## Important Points to Remember

All extended school year services are data-driven. Some sources of that data might include:

- Historical data
- Review of current and previous IEP's
- Documented regression and recoupment time
- Classroom observation
- Progress notes
- Attendance information
- Standardized tests
- Samples of student work
- Documented clinical evidence
- Behavior logs
- Parent interviews

Extended school year services do not need to be a complete replication of the services provided during the school year. Since extended school year services are proposed in order to avoid substantial regression, the portion of the child's IEP for ESY services may differ somewhat from the portion of the IEP that governs the provision of services for the regular school year.

Extended school year services are **NOT**:

- Based on category of a student's disability
- Mandated for all students with disabilities
- A child-care service
- Necessarily a continuation of the total IEP
- Automatically provided year to year
- Summer school, compensatory services, or enrichment programs

Please click on the following link for further information and guidance on ESY services:  
[Question and Answer Guide on Special Education Extended School Year Programs](#)