



## Extended School Year (ESY) Procedure

ESY services are special education and related services that are provided for special education students who do not meet their Individual Education Program (IEP) goals and are at risk of losing skills that cannot be made up when they return to school. ESY services are only appropriate when both of the following conditions are present:

1. **Regression/Recoupment.** The teacher of record (TOR) must demonstrate that a student is expected to revert to lower-level functioning as a result of an interruption in education programming. The TOR must have evidence of a measurable decrease in behavioral-skill levels including academic, social, functional, and behavioral skills that are linked to IEP goals. The amount of decrease must be substantial such that these behavioral skills would be difficult to maintain over non-school days (regression) or to regain in a reasonable amount of time (recoupment).
2. **Break-through Learning Opportunity.** Where a student is at a critical point of skill acquisition or readiness and his/her ability to acquire the skill will be lost or greatly reduced as a result of an interruption of services. These are non-recoverable learning situations in which critical skill development, essential to independent functioning, that would be lost to the students if not addressed in a timely fashion.

The need for extended school year service will be determined on an individual basis and must be approved by the Special Education Department before they can be added to a student's IEP by the Case Conference Committee (CCC).

### **Procedure to Request ESY Services:**

1. The TOR must collect and review the following student data, if applicable, prior to submitting a request for ESY services:
  - a. progress reports on current and previous IEP goals
  - b. pre and post test data of student progress
  - c. rate of progress
  - d. historical learning profile
  - e. grades/report cards
  - f. attendance
  - g. observations
  - h. behavior information
  - i. anecdotes of student's experience before and after interruption in services
  - j. any assessment results, including criterion referenced curriculum based measurements
2. The TOR will complete the Determination of Extended School Year Guide.
3. The TOR will give the Guide and supporting data to the Instructional Support Facilitator (ISF) by the third Monday of March.



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4. The ISF will give the Guide and other data to the Special Education Manager by the third Friday of March.
5. The Special Education Manager and/or Director of Special Education will review all “Determination of Extended School Year Guides”.
6. The Director of Special Education will notify building-level administrators of approved ESY services by the second Monday in April. The Department of Special Education must approve ESY services before a CCC is convened.
7. The TOR will reconvene the CCC to discuss ESY services. The CCC makes the final decision about whether or not ESY services will be provided.
8. The TOR will update and submit the student’s IEP (which must include the transportation application in IIEP) by April 30<sup>th</sup>.