

EXTENDED SCHOOL YEAR DOCUMENTATION FORM: DIRECTIONS

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 and not to develop new ones.

2) ESY services are NOT:

- For teaching new skills;
- Based on the category of a student's disability;
- Mandated for all students with disabilities;
- Required for 12-month programs;
- Child-care services;
- Necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- Required to be provided all day or every day;
- An automatic provision from year-to-year;
- Required to be provided in a traditional classroom/setting;
- A service to be provided to maximize each student's potential;
- For credit recovery;
- 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 of instruction. (See "Considerations for the Need for Extended School Year (ESY) Services" form)

5) The IEP Team determines the need for ESY services (See *Data/Information Review* on the "Considerations for the Need for Extended School Year (ESY) Services" form)

- a. Uses a variety of information
- b. Ongoing assessment
- c. Informal and formal methods
- d. Examples of data that may be used:
 - Daily academic or behavioral performance records;
 - Anecdotal records from information collected throughout the year;
 - Expert opinion;
 - Parent input;
 - Point sheets;
 - Student's prior experience with regression/recoupment;
 - Criterion-referenced and norm-referenced test data;
 - Behavioral checklists;
 - Student's work samples;
 - IEP progress reports;
 - Therapy logs;
 - Frequency charts;
 - Other predictive information.

6) A guideline for establishing severe recoupment in nine weeks.

7) The critical question for the IEP team is not whether the student can benefit from ESY, but rather whether ESY is essential for providing FAPE.