EXTENDED SCHOOL YEAR

Extended school year is "special education and related services that are provided to a child with a disability beyond the normal school year…in accordance with the child's IEP and at no cost to the parent."

What is the difference between summer school and extended school year?

Summer School

- Courses offered at a time NOT encompassed by the regular calendar
- NOT determined by the IEP team
- Can charge a fee
- Can NOT be mandated for students with disabilities
- Can NOT keep students with disabilities out of summer school due to their disability

ESY

- Is determined by IEP team
- NO cost to the parent
- Can be provided during any interruption in school program, not just summer

Extended School Year Determination Process

1. Identify the child's target goals as stated in his/her IEP.

2. Collect data regarding baseline functioning of the child in regard to target goals.
    a. For functional skills: Use task analyses indication steps completed or not completed and prompt level needed by the child.
    b. For academic skills: Use curriculum-based assessment or standardized test information.

3. Periodically assess the child's progress in regard to target goals making sure an assessment occurs prior to an extended leave from school (holidays, summer break, etc.). Collect and record data to provide evidence of progress to this point.

4. Assess the child in relation to target goals upon returning from break. Collect data to show evidence of progress/regression.

5. If regression has occurred, re-teach goals. Assess the child's progress in recouping skills that have regressed. Collect data periodically through the point at which the child's skill level matches the skill level prior to leaving from break. **Note the amount of time it took for the child to recoup the skills.**

6. Extended school year may be indicated if:
    a. The data indicates the student was unable to recoup critical skills within 30 days of school instruction after a summer break. The regression and subsequent time it took to recoup the skill interferes with the attainment of the goals indicated on the IEP.
    b. The child is currently experiencing a period of momentum in the development of a critical skill. (After a child experiences a plateau in a critical skill, then begins to have success with a skill, momentum is being experienced.)
    c. Rare or unusual circumstances exist which may result in the loss or severe limitation of a child's capacity to acquire a critical skill. (Examples might include a child who experiences frequent seizures or is undergoing chemotherapy treatment for a critical illness.)

7. Attach data indicating evidence of the regression/recoupment process to the IEP. Analyze the data to determine the need for extended school year services or the rejection of this service.

Purpose of ESY

- To minimize regression of academic, behavioral, and/or social skills
- To maintain acquired skills, not to gain new skills
- Continue growth for a child experiencing a period of momentum

IEP Documentation

- ESY checklist
- Specify services in IEP
- Link services to measurable goals
- Designate who provides the service
- List frequency, duration, and location of services