

Extended school year (ESY) is an extension of special education services provided to students with disabilities during a break in instruction (normally in the summer) in order to provide a free appropriate public education to the student. Not all students meet the criteria for ESY. Although the specific reason(s) for providing ESY varies from student to student, the need arises when it is determined the student requires a significant amount of time to recoup a previously acquired skill or knowledge following an extended break from instruction and/or services; or the pupil is at a critical learning period and that interrupting instruction and/or services will severely jeopardize the student's ability to benefit from his/her specialized unique instruction.

The team must discuss ESY, determine **if the student meets criteria under any of the three possible categories**, agree on how/why the student meets criteria, determine which goals and objectives will be addressed during ESY, and decide on the details of programming at the IEP meeting. All decisions must be documented. **(It is not appropriate to ask the parent if they want the student to come to ESY.)**

On the IEP, check:

- **NO**, if the student does not meet the requirements.
- **YES**, if the student does meet the requirements.
- **MORE DATA NEEDED**, if the team decides that the student has a need but the team does not have the information to justify ESY under Regression and Recoupment. If you check this box, you **MUST** follow up and collect supporting data before and after extended breaks such as holiday break or Spring break.

If YES is checked, decisions that must be made and documented on the ESY form are:

1. Under which of the three categories does the student meet criteria? (Regression/Recoupment, Unique Needs, Self-Sufficiency)
 - A. Regression/Recoupment – the time needed to recoup/relearn a skill when returning to school is greater than the length of the break in instruction.
 - B. Unique Needs – when compared to other students with a similar disability, what are the unique needs of the student and why is ESY required to meet the annual IEP goal?
 - C. Self-Sufficiency - student must have functional goals and participate in a functional curriculum to meet self-sufficiency criteria.
2. What critical goals must be addressed during ESY? (Which goal must the student continue to ensure FAPE – it is unusual for all goals to be worked on during ESY.)
3. How many hours/days/weeks of ESY are needed?
4. Will the student need the support of an Educational Assistant? Why is the support needed and how much support is needed?
5. Where will the services be provided?

The ESY form should be attached to the IEP, sent with the IEP and placed in the student's IEP file.

EXAMPLE OF ESY DOCUMENTATION:

Bobby requires extended school year services due to his unique needs. His language is very delayed. This also impacts his social/play skills. Bobby is the only Deaf child in his family. In addition to his deafness, delays in basic communication and socialization, his motor skills and academic readiness skills are very delayed. Bobby needs educational support during the summer to ensure that he has the basic language and readiness skills needed to benefit from education. The program and the amount of services were discussed at the IEP meeting on DATE. The IEP team determined the two week ESY district program will best meet his needs.

The IEP team has determined that the following goals/objectives need to be worked on during extended school year:

- Goal #1: Bobby will improve his language skills from a limited level of communicative competence to an emerging level for communicating in a variety of situations.
- Goal #2: Bobby will increase his academic readiness skills from a level of beginning awareness to a level of functional application.
- Goal #3: Bobby will increase his upper extremity strength from a level of weak control of handwriting to a level of more consistent control when writing letters of the alphabet.