

EXTENDED SCHOOL YEAR (ESY)

Overview

What is ESY?

- Specialized instruction or related services
- Provided to maintain current IEP goals based on services provided during the school year
- No cost to the family
- ESY services are only for the purposes of maintenance of existing IEP goals where there is evidence of significant regression and recoupment of previously learned IEP goals. It is not to extend learning or teach new goals or skills.

Who is eligible for ESY?

- Students who receive special education services.
- Students whose current placement will change to a more restrictive placement without ESY services.

How is eligibility determined?

- Professional judgment is a consideration, however, the decision should be data driven. Students must demonstrate a significant regression and recoupment of previously learned IEP goals.
- An essential question during the Team meeting is to determine if the student exhibits significant regression and recoupment of previously learned IEP goals after a break in instruction. Both must be true—if a student shows significant regression, how long does it take for the student to perform identified skills as well as before the break? Is the length of time for recoupment of skills enough to suggest need of ESY service?

The Oregon Department of Education provides the following information. Regression and recoupment periods for a student should be based on information from the IEP and evaluations of student performance in educational settings. Apply the following general criteria:

- An acceptable recoupment period for an interruption in educational services planned by the educational agency of 8-12 weeks is 30 instructional days.
- An acceptable recoupment period for an interruption in educational services planned by the educational agency of 3-4 weeks is 7 instructional days.
- An acceptable recoupment period for an interruption in educational services planned by the educational agency of 2-3 weeks is 3 instructional days.
- Exceptions to the number of days constituting an acceptable recoupment period may be granted on a case-by-case basis by the IEP Team.

Who determines that a student is eligible for ESY?

- IEP Team on an individual basis by the IEP Team.

Who asks that a student be considered for ESY (consideration to take place at IEP meeting)?

- Teacher or specialist with information about the student that indicates need for ESY.
- Parent (if a student does not appear to need ESY services, a teacher or specialist need not initiate discussion of ESY at an IEP meeting).

How can teachers and specialists prepare to discuss ESY needs?

- Document student progress
- Be familiar with ESY guidelines
- Use ESY forms

Data Documentation: Sources of data for documentation regression and recoupment periods are suggested by the Oregon Department of Education. They include:

- Progress of goals on consecutive IEPs
- Progress reports maintained by educators, therapists, and others having direct contact with the student before and after interruptions in the education program.
- Reports by parents of negative changes in adaptive behaviors over break periods.
- Medical and other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services.
- Observations by educators and others
- Results of criterion referenced tests

When are parents notified?

- If IEP Team determines a student needs ESY services, the team **MUST** write ESY services into the student's IEP. In some cases (new students, incoming kindergartners), data will need to be collected and analyzed before a decision is made. When a determination is made, Prior Written Notice should be completed and IEP amended.
- If IEP Team determines that a student does **NOT** need ESY and the parent has asked that ESY be considered.

Who provides ESY services?

- Teachers and Educational Assistants in classroom programs (supported by specialists)
- Teachers in tutoring situations
- Teachers supervising Assistants

Where are ESY services provided?

- Classroom programs
- Individualized programs
- In the community

Who arranges services for ESY?

- Special education director

Who determines frequency, duration, and setting?

- IEP Team
- The IEP Team must determine the frequency and duration (schedule) for ESY services for the student. The amount of time for the service to be provided is calculated to provide opportunity to practice skills already acquired, not teach new skills. The amount of time, therefore, is usually significantly less than the amount of instructional time provided during the school year.

What about frequency and duration?

- Describe amount of time for ESY services
- Consider time required to maintain skills identified in IEP goals
- Time for maintenance of skills is usually less than for acquisition

What about setting?

- Classroom (typically 3 hours a day)
- Small group instruction or 1:1 instruction (usually 2-3 hours a week for 4-6 weeks)
- Other (talk to Special Education Director about needs and choices)

How do folks providing ESY services know what to do?

- Information is provided by sped teachers and specialists—goals for ESY maintenance are identified
- Teaching strategies, interventions and materials are identified
- Special Education Director is the link between teachers and ESY providers

ESY Worksheets

- Use the Predictors of Regression and Recoupment Worksheet and ESY Referral Form when discussing ESY at an IEP meeting
- Record the Team's decision on the ESY Referral Form including a description of services needed