

Extended School Year (ESY)

School districts must ensure that extended school year services (ESY) are available as necessary to provide a free appropriate public education to a child with a disability.

What are extended year services?

Extended year services are special education and related services that:

- (a) are provided to a child with a disability;
- (b) extend beyond the normal school year of the school district;
- (c) are in accordance with the child's IEP;
- (d) provided at no cost to the parent.

What is the purpose of extended year services?

The purpose of extended school year services is the maintenance of the child's learning skills or behavior, not the teaching of new skills or behaviors.

When must extended school year services be provided?

Extended school year services must be provided only if the child's IEP team determines, on an individual basis, that the services are necessary for the provision of free appropriate public education to the child.

What are the criteria for determining extended year services?

The criteria for extended school year service must include regression and recoupment time based on documented evidence or, if no documented evidence, on predictions according to the professional judgment of the team.

What does regression and recoupment time mean?

Regression means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.

Recoupment time means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

What is the process for collecting regression and recoupment data?

It is not unusual for all students to lose skills over a long break without instruction. What differentiates a student from needing extended year services from a student who does not need services is the rate of loss of skills (regression) and the amount of time it requires for the student to recover the skills to the level attained before the break in service occurred.

Case managers must collect baseline data (curriculum based measures indicating a starting point from which on-going data must be collected) for each goal and objective at the beginning of each school year. This gives the case manager information regarding the impact of a break in instruction over time for the student.

After the initial baseline data is collected, on-going data measures of progress are taken until the child reaches the skill level attained prior to the break in instruction. It is imperative that the dates are logged so that the IEP team may evaluate the amount of time required for the child to recoup the skills.

Case managers continue to collect data throughout all breaks in instruction occurring throughout the entire school year i.e., Thanksgiving break, winter break, spring break, etc.

Data on IEP goals must be attached documenting significant regression and limited recoupment.

The steps are as follows for collecting **regression/recoupment data**:

- Data on the IEP goals is collected prior to the break in instruction to attain current skill level.
- Data on the IEP goals is measured again when the child returns from the break in instruction.
- Data on goals is progress monitored to determine the length of time it takes the student to recoup/regain the level of skill the student had prior to the break in instruction.

If no documented evidence, (e.g., a student transfers from another school district in the latter part of the academic year with no opportunity to collect regression and recoupment data), on predictions according to the professional judgment of the team.

If data on IEP goals is not available, attach an explanation of the basis of the prediction of significant regression and/or limited recoupment for each objective listed.

ESY Required Documentation:

1. [Complete Extended School Year \(ESY\) Progress Monitoring form.](#)
2. [Complete IEP \(or IEP amendment\) indicating decision regarding ESY.](#)
3. [Complete and attach if appropriate Behavior Intervention Plan and/or medical protocol.](#)
4. [Complete Extended School Year \(ESY\) Service Matrix.](#)
5. [Complete Extended School Year request for Special Education Transportation.](#)
6. [Parent Notification Letter of Eligibility](#)
7. [OR Parent Notice of Ineligibility for ESY services.](#)
8. [Written Agreement Between District and Parent \(if no meeting was held to determine need for ESY services\).](#)
9. [Prior Written Notice of Special Education.](#)