

Criteria to be used to Determine Extended School Year (ESY) Services

In order for the IEP Team to have data to make the determination for ESY services the case manager needs to collect data for the student on an ongoing basis throughout the school year in one of the following areas:

- A. **Regression/Recoupment - Regression** - means a *significant decline in the performance of a skill* or acquired knowledge specified that occurs after a break in instruction. Recoupment refers to a pupil's ability to regain the performance of a skill or acquired knowledge to approximately the same level of performance just prior to the break.

Teams need to answer this question: Has there been a significant regression of a skill or acquired knowledge for the pupil's level of performance on an annual IEP goal that requires more than the length of the break in instruction to recoup? A guideline to consider is the measurement of regression based on a break from school for 2 or more weeks. Each fall, review and re-teaching are a common part of an educational program.

- B. **Self-Sufficiency Attainment -Self Sufficiency** - means the *functional skills* necessary for a pupil to achieve a reasonable degree of personal independence as typically identified in the annual IEP goals for a *pupil requiring a functional curriculum*.

Teams need to answer this question: Are these services necessary for the pupil to attain and maintain self-sufficiency because of the critical nature of the skill addressed in their annual goal, the pupil's age, level of development, and timeliness for teaching the skill?

Also, to attain self-sufficiency, a pupil must maintain skills consistent with the pupil's IEP goals in any of these areas listed:

- basic self-help, including toileting, eating, feeding, and dressing;
 - muscular control; physical mobility;
 - impulse control;
 - personal hygiene;
 - development of stable relationships with peers and adults;
 - basic communication; or
 - functional academic competency, including basic reading and writing skills, concepts of time and money, numerical or temporal relationships.
- **Pupil's Unique Need** - Given the pupil's unique needs, the IEP team determines that ESY services are necessary to ensure the pupil receives a free, appropriate public education. This area may be considered *only under specific circumstances* that would not fall under the two previously listed criteria and requires *formal approval* from the special education director.

ESY Services: Talking Points with Parent/Guardian

Explain ESY Services to Parents:

“ESY is an IEP team decision based on the individual needs of your son/daughter based his/her annual goals designed to ensure a free and appropriate public education (FAPE)”.

“Data is collected for each of the annual goals we set and this information is reviewed throughout the school year to help the team make a decision as to whether or not Extended School Year (ESY) services are necessary during the upcoming summer break in instruction”.

“The need for ESY services are made on a year by year basis which means that if our team decided there was need for ESY services last year, these same services are not automatically required or necessary during this year’s break in instruction”.

Review All Goals:

Take time to review the data collected for each goal. Examples of practical strategies for collecting and using data include:

- pattern of regression after breaks
- report cards
- work samples
- anecdotal records
- probes/running records
- referrals/discipline file
- pre-/post-tests before/after breaks
- teacher-made checklists
- therapy logs
- point sheets
- frequency charts
- documentation related to extenuating circumstances

Review Criteria:

_____ A. There will be significant regression of a skill or acquired knowledge from the pupil's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate;

_____ B. Services are necessary for the pupil to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the pupil's age and level of development, and the timeliness for teaching the skill;

_____ C. The IEP team otherwise determines, given the pupil's unique needs, that ESY services are necessary to ensure that pupil receives a free appropriate public education (FAPE).

Determine Need:

Review ESY criteria and *if data supports the need for ESY services* then determine the goal(s) to be addressed during ESY services, including:

- The type (direct or indirect),
- Location (school, home, and/or community settings)
- Amount (including time and frequency),
- Duration (including beginning and ending date), and
- Least restrictive environment (LRE) considerations of such services.