

Extended School Year (ESY)



Chino Valley Unified School District

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August 2020



LEARNING OUTCOMES

- Define Extended School Year (ESY) as a service.
- Provide examples to determine student eligibility for ESY.
- Outline the requirements to document student(s) need for ESY eligibility.
- Input ESY services for applicable school year.



ESY DEFINED

- ESY-Extended School Year services are programs and services that assist the student in working toward the same goals and objectives that the student works on during the school year.
- ESY services are only provided for those areas on the current IEP where the student has demonstrated:
 - a) regression of skills during an extended school break and...
 - b) limited ability to benefit from re-teaching of skills after an extended school break.



REGRESSION DEFINED

- Regression loss of previously attained skills must be documented by a review of the IEP goals, due to an extended school break.

1)Rate of Recoupment: Length of time required to re-learn skills following an extended school break.

2)Regression of Recoupment: Some students have disabilities that are likely to continue indefinitely or for a prolonged period. In this situation, interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition (5 C.C.R. Section 3043.).



ESY ELIGIBILITY

- ESY services are individualized extensions of Special Education and related services that are provided to a student with a disability beyond the regular school year.
- Not all students with a disability qualify for ESY or should be offered services.
- ESY services are not targeted to support students with mild/moderate needs; rather, students with moderate/severe needs that require additional support to slow the rate of regression.
- It is important to thoroughly answer the questions outlined on the ESY Worksheets 1&2.
- Decisions about ESY eligibility are made through data collection and the IEP process and are indicated on the student's current Individualized Education Plan (Service Page).



ESY Worksheet 1

Directions The IEP Team shall determine the following in order to designate a student as requiring ESY as part of FAPE

Using input from staff and parents, answer the following questions

1. At the start of the school year, with a review period equal to that of general education students, was the student unable to regain skills lost over the break that would otherwise be expected in view of the student's disabling condition?

Yes No If yes, specify what area(s)

2. Does this student display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter Break, and Spring Break?

Yes No If yes, specify what area(s)

3. Is the current student at a crucial stage in learning a skill(s), such that an interruption in school program might cause loss of a skill(s) that the student would not be able to re-learn in a reasonable period of time in view of the student's disabling condition?

Yes No If yes, specify what area(s)

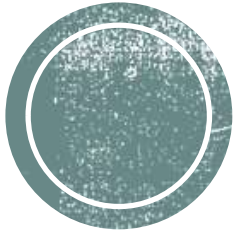
4. Is the student able to maintain the skills identified without Extended School Year?

Yes No If no, specify what skill(s)

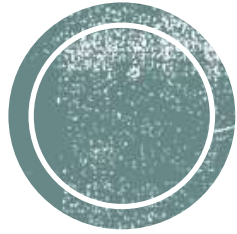
5. Does the student require ESY to continue to achieve at the level of independence that is expected in view of the student's disabling condition?

Yes No

Note: refer to criteria specified on the ESY Worksheet pg. 2 if answer is "yes" on #5 above



ESY Worksheet 2



1. The student demonstrates a pattern of past regression in skills as evidenced by breaks of more than four weeks:

Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break)

2. What is the estimated amount of time it takes or it may take the student to regain the prior level of knowledge skills, benefits or functioning following a school break

One Month or Less Up to 3 months 4 to 6 Months Other

Comments

3. Describe the student's rate of learning (as compared with the student's ability to recoup after a break)

4. Does the IEP team feel the student's disability will continue indefinitely or for a prolonged period of time?

Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break)

Describe the degree, nature and severity of the student's disability

5. Does the IEP team feel it will be impossible or unlikely the student will attain self-sufficiency and independence expected in view of the student's disability following a break?

Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break)

6. Is the student at a critical point of skill acquisition or readiness where their ability to acquire the skills will be lost or greatly reduced as a result of an interruption of services?

Yes No Unknown

If yes, describe

7. Are there any other issues concerning the student's physical, medical condition, emotional, social, behavioral, mental health, academic and/or vocational issues, and his/her ability to be with typically developing peers that may be adversely impacted if the student does not receive ESY services?

Yes No Unknown

If yes, describe

ESY SERVICES

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale: Based on discussion with IEP team members, it is agreed that [REDACTED] does have a disability which is likely to continue indefinitely or for a prolonged period, and the interruption of [REDACTED] educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that [REDACTED] will attain the level of self-sufficiency and independency that would otherwise be expected in view of [REDACTED] disability. The school IEP team members offer and recommend that [REDACTED] receive the following extended school year services for 20 school days during the 2019 summer.

Page ____ of ____

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>6/3/2020</u>	End Date: <u>6/30/2020</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>240</u> min x <u>5</u> Totaling: <u>1200</u> min served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments:		
Service: <u>Language and speech</u>	Start Date: <u>6/3/2020</u>	End Date: <u>6/30/2020</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>20</u> min x <u>2</u> Totaling: <u>40</u> min served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments:		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.



ANY QUESTIONS?