

Extended School Year (ESY) Services

Extended School Year (ESY) services are individualized instructional programs beyond the regular school year for eligible students with disabilities. Services are provided in accordance with the student's IEP at no cost to parents.

The need for ESY must be determined on an individual student basis by the ARD Committee. If the ARD Committee determines that the child is in need of EYS services, the child's IEP must also include goals and objectives for ESY services from the student's current IEP. In determining the need for and in providing ESY, the district may not:

Limit ESY to particular categories of disability or

Unilaterally limit the type, amount or duration of ESY services.

The need for ESY must be documented from formal and/or informal evaluations provided by the district or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY.

The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or others, ESY may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.

NOTE: Summer school is not synonymous with ESY. Services are not to be provided simply for recreational reasons or because the student will benefit or gain new skills if the services are provided.

Determination of 'Critical Skill'

A skill is considered 'critical' when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:

- Placement in a more restrictive instructional arrangement
- Significant loss of skills necessary for the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP
- Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services
- Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or
- Loss of access to on-the-job training or productive employment as a result of regression of skills.

Other Information Concerning ESY Determination

If the school does not propose ESY for discussion at the annual review of a student's IEP, the parent may request that the ARD Committee discuss ESY.

If a student for whom ESY was considered and rejected loses critical skills because of the decision not to provide ESY, and if those skills are not regained after the reasonable period of time for recoupment, the ARD Committee shall reconsider the current IEP and placement if the student's loss of critical skills interferes with implementation of the IEP.

For students enrolling in CFISD during the school year, information obtained from the prior school district as well as information collected during the current year may be used to determine the need for ESY. For students enrolling in CFISD from an ECI agency, information from the ECI agency and the IFSP may be used to determine the need for ESY.

The provision of ESY is limited to the educational needs of the student and shall not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the student's IEP. No student shall be denied ESY because the student receives care and treatment services under the auspices of other agencies.

NOTE: If the ARD Committee believes that a situation warrants an exception to the previously-described criteria a representative of the committee should contact the Special Education Coordinator and/or Director of Special Education.