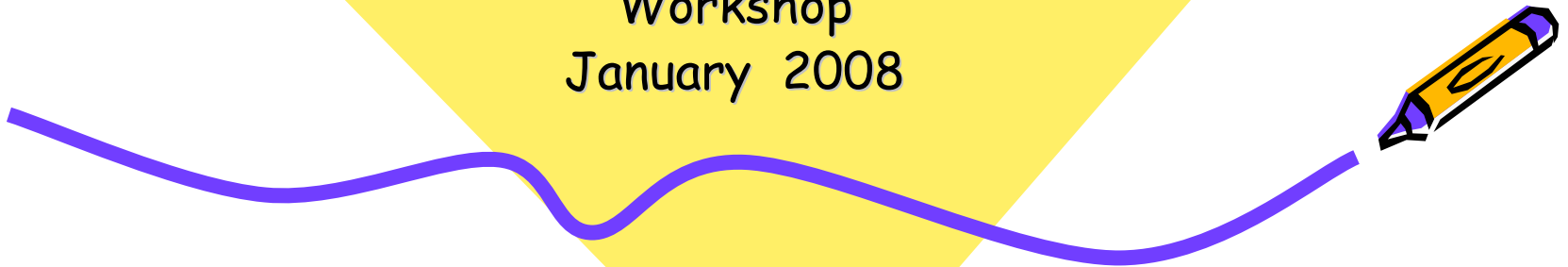




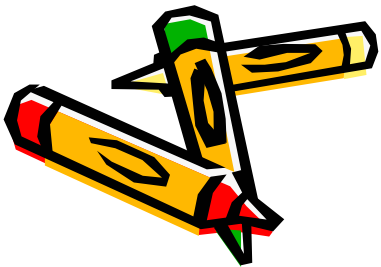
# What is Extended School Year?

For the Oakland Schools Parent Advisory  
Workshop  
January 2008



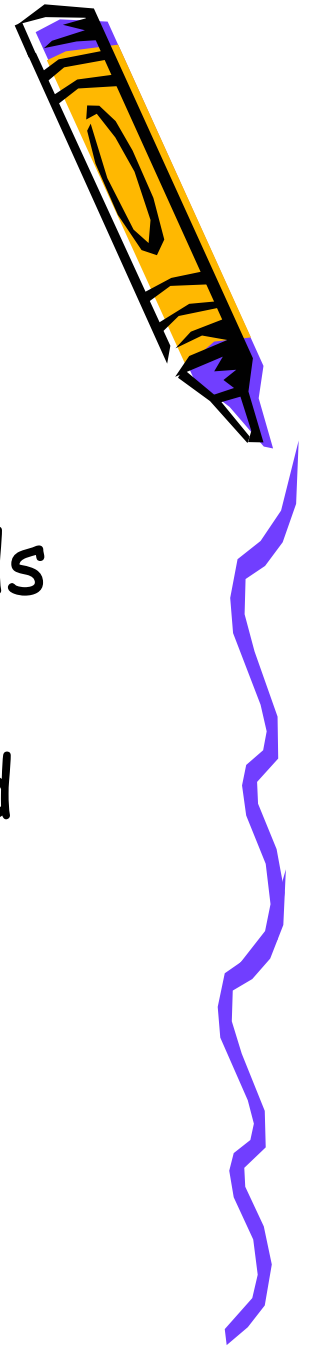
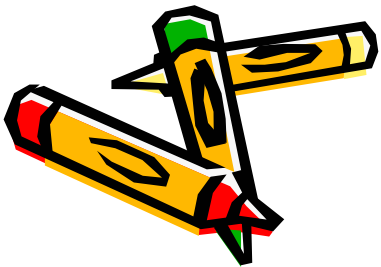
# What is Extended School Year (ESY)?

- A required component of the IDEA
- Special education and *related services* provided beyond the normal school year
  - In accordance with the IEP
  - Necessary for the provision of FAPE
  - At no cost to parents



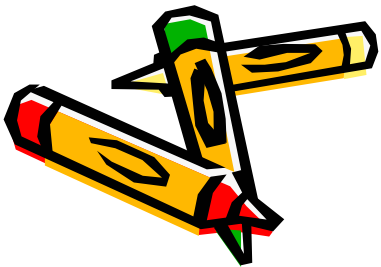
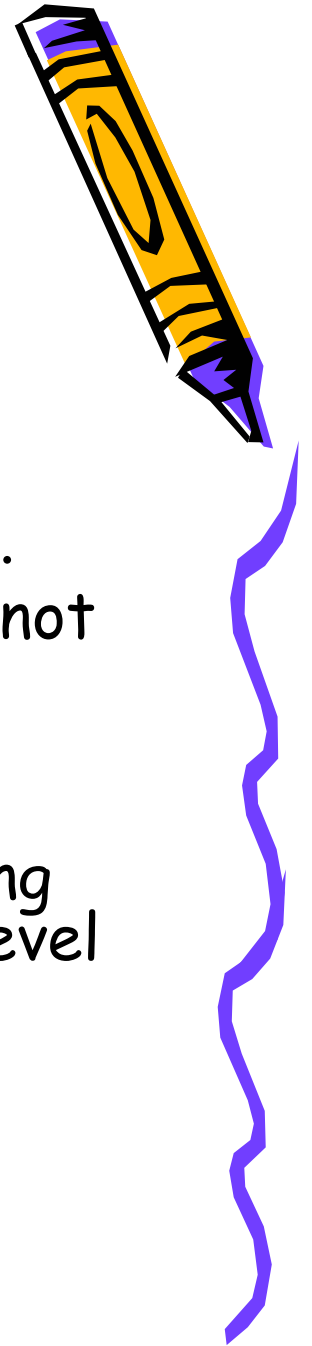
# What is *special* education?

- Specially designed instruction
- Meets the unique educational needs of the student
- Includes instructional services and related services



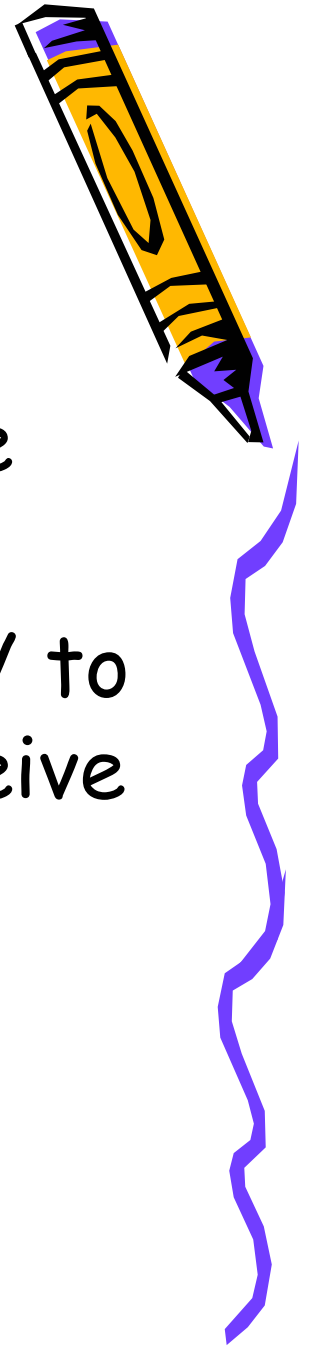
# What is the purpose of ESY?

- To avoid significant loss, without adequate recoupment, of one or more essential skills included in the student's IEP goals/objectives.
- To ensure that achieved goals/objectives will not be significantly jeopardized by the lapse in education programming when school is not in session (regression without recoupment).
- To assist the student in maintaining (preventing regression without recoupment) the current level of functioning/performance on essential IEP goals/objectives.



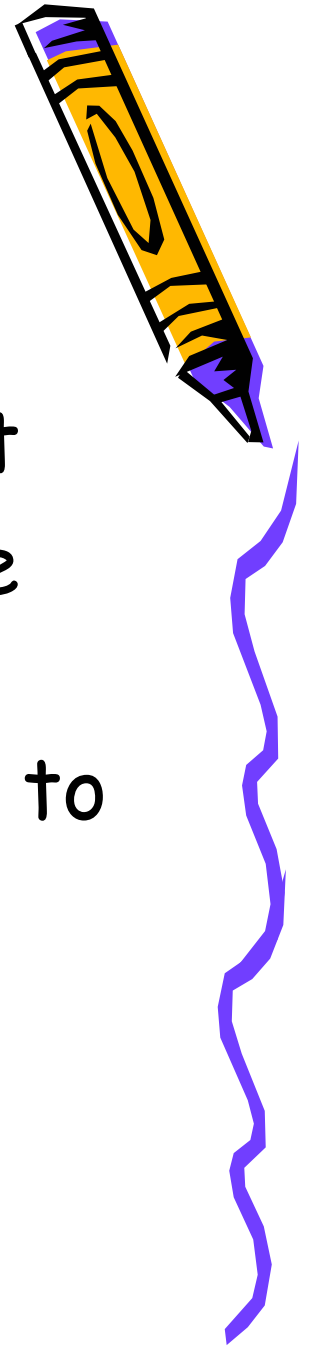
# Who can receive ESY?

- Every student with an IEP must be *considered* for ESY
- Only those students who need ESY to ensure they receive FAPE will receive ESY
  - ESY is the exception, not the rule



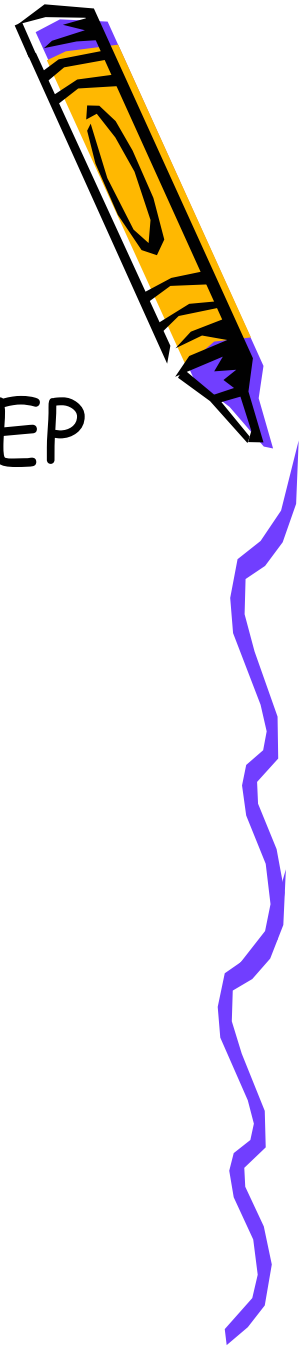
# Who determines eligibility for ESY?

- The IEP team, including the parent
- Determination is on a case-by-case basis
- Determination must not be limited to a particular category of disability

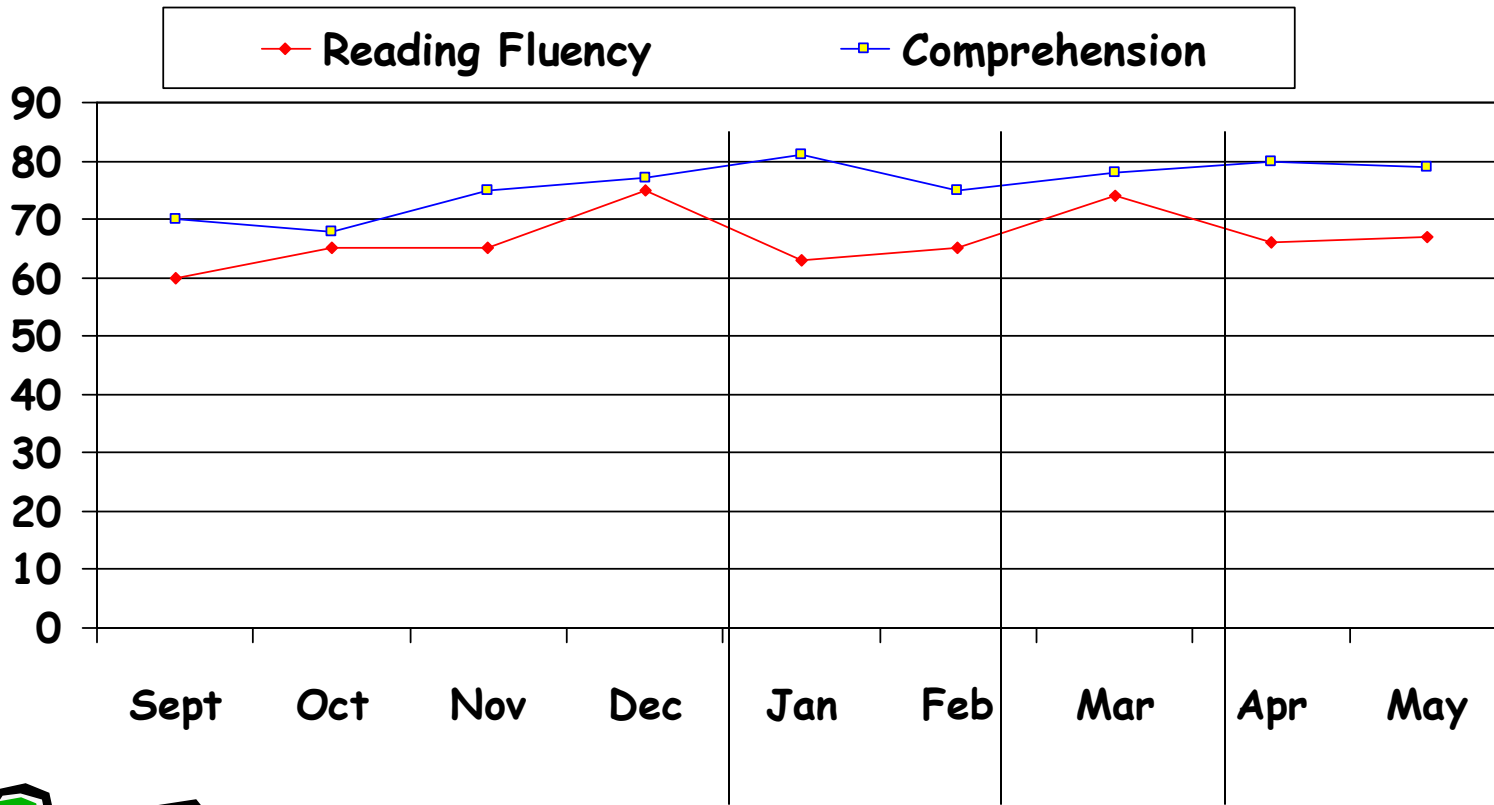


# How does the IEP Team consider ESY?

- Review empirical data related to IEP goal/objective progress
- Review predictive expert opinion based on progress history
- Review program/service history
  - Has the student received ESY in the past? Did it prevent regression?



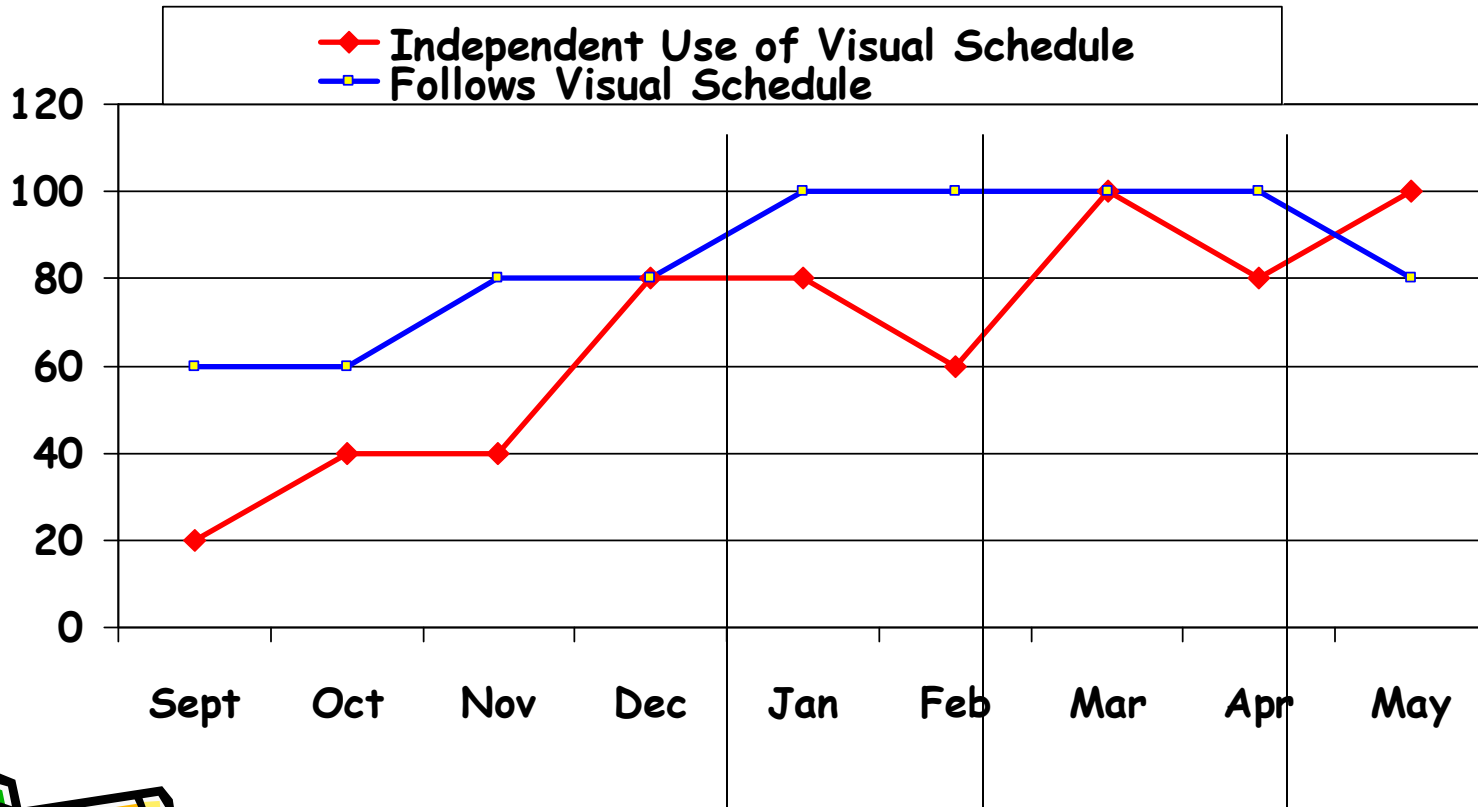
# Documenting Goal/Obj Progress



Breaks in Instruction of 5 days or more



# Documenting Goal/Obj Progress



Breaks in Instruction of 5 days or more

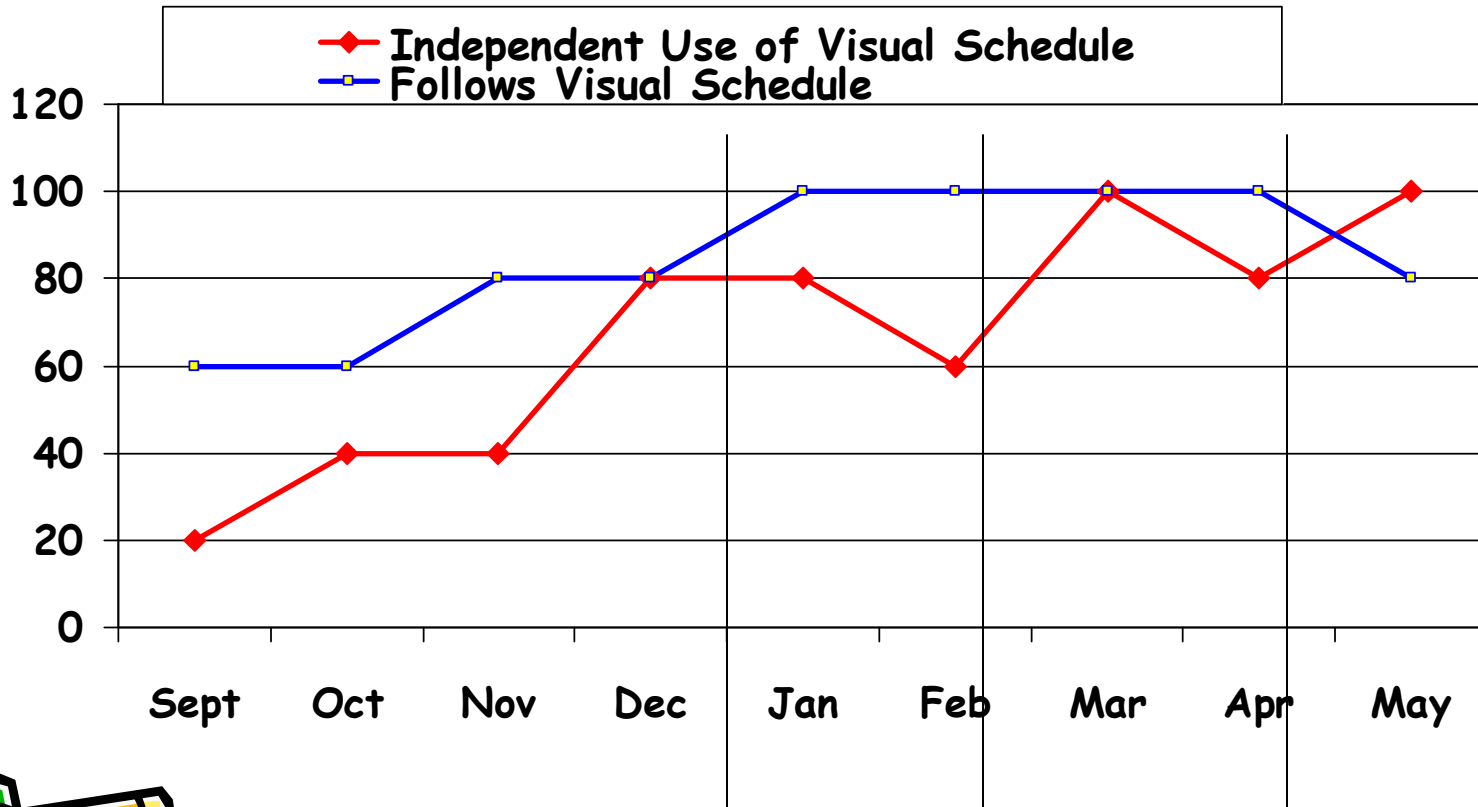


# What factors must an IEP Team consider?

- Regression/Recoupment
  - Substantial regression in critical skills
  - Expected as a result of an interruption in instruction OR documented evidence of regression through goal/objective data
  - Recoupment time is longer than would be normally expected for students



# Documenting Goal/Obj Progress



Breaks in Instruction of 5 days or more



# What factors must an IEP Team consider?

- **Nature and/or Severity of Disability**
  - Nature/Severity requires a longer school year to prevent regression without recoupment in critical areas
  - Nature/Severity requires a longer school year to recoup lost skills in critical areas
  - Nature/Severity requires longer school year to attain the goals of self-sufficiency and independence from care givers



# What factors must an IEP Team consider?

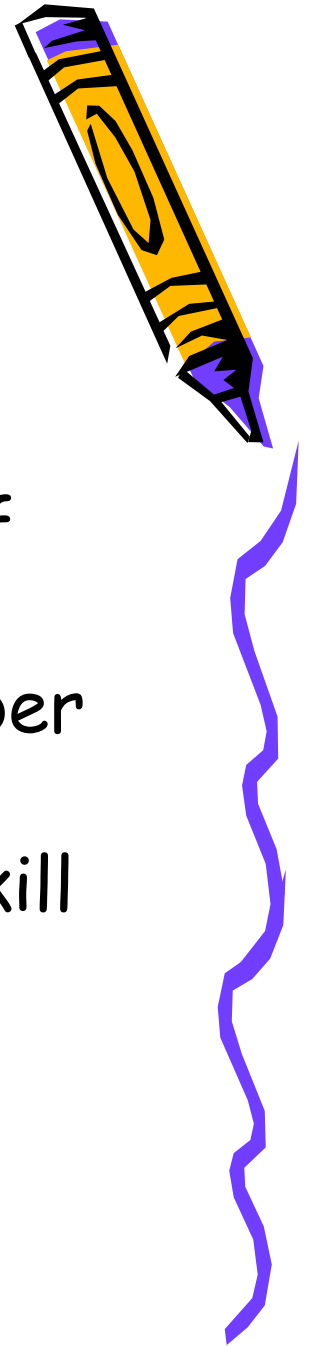
- Critical Stages/Areas of Learning
  - A break in instruction will jeopardize the student's critical skill development to a point where losses cannot be recouped in a reasonable amount of time
  - The student will suffer significant loss of skills, behavior, or opportunities deemed crucial to reaching the ultimate goal of independence



# How Does the IEP Team Determine if a Skill is Critical?

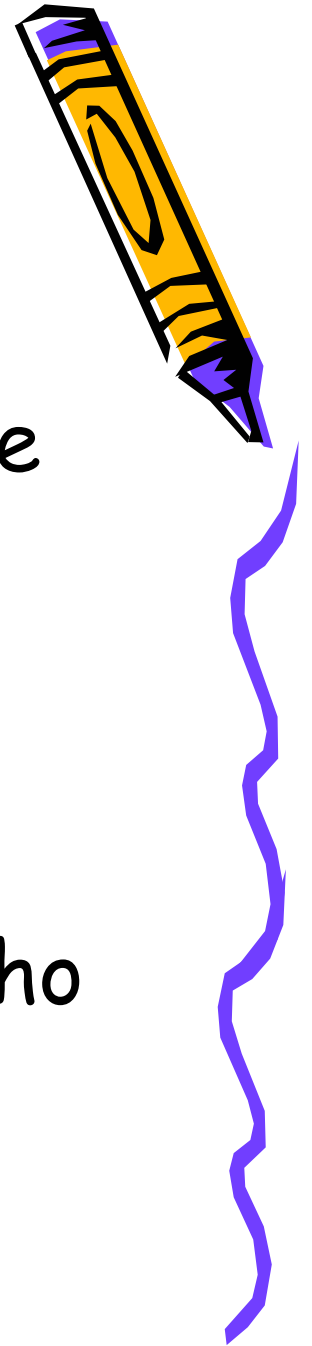
Consider these questions:

- Is the skill required across a number of current environments?
- Will the skill be required across a number of future environments?
- If the student does not perform the skill will someone else have to do it for him/her?



# How Does the IEP Team Determine if a Skill is Critical?

- Will acquisition of the skill enhance participation in activities deemed important by other service providers?
- Is the skill important to the student's integration with peers who are not disabled?



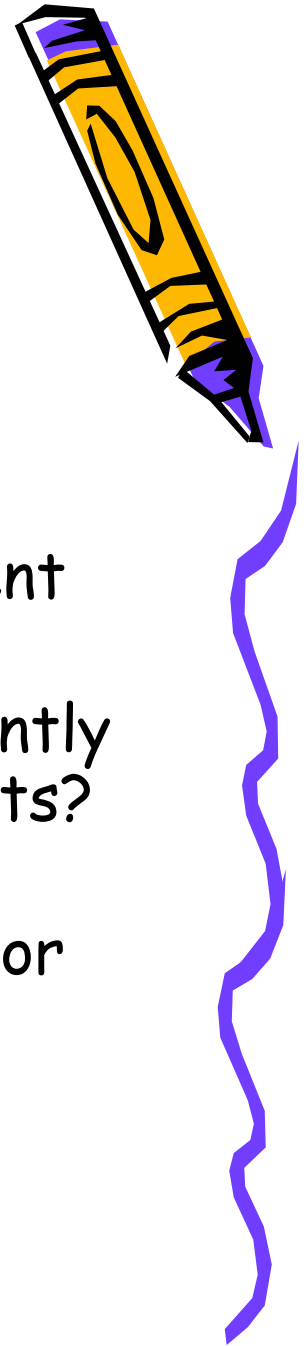
# How Does the IEP Team Determine if a Skill is Critical?

Will acquisition of the skill...

- Allow the student to participate in less restrictive environments? Or prevent movement to a more restrictive environment?
- Allow the student to function more independently and enhance success in integrated environments?
- Enhance participation in activities deemed important to the student, family, care givers, or peers?

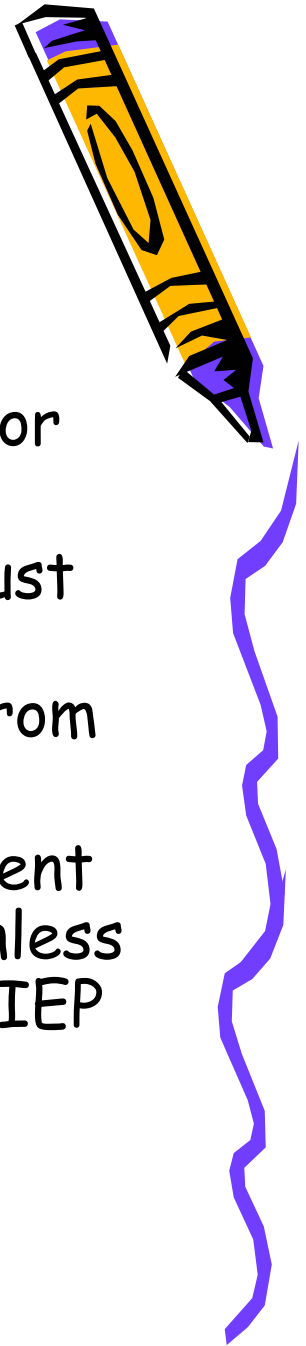


[Return to Factors to Consider](#)



# What is NOT considered?

- ESY is NOT for the purposes of learning new or additional skills
- ESY is not related to all skills; rather, ESY must consider those critical skills necessary for attaining self-sufficiency and independence from care givers
- ESY is not the full program/services the student has received during the normal school year, unless determined necessary to ensure FAPE by the IEP team



# When should the IEP Team Consider ESY?

- ESY must be considered with each annual IEP
- IEP teams may reconvene, hold additional IEP meetings, to address ESY
- ESY must be considered prior to the end of school in June (immediately following the spring break is a good rule of thumb)



# How is ESY documented in the IEP?

- Programs and services must be described with enough clarity to ensure all parties know what will occur
  - Goals/objectives must be identified (remember, these are not new goals/objectives)
  - Frequency, duration, and location of services
  - Start and end dates/times of service
- Determination of the specific service provider is NOT an IEP decision

