Extended School Year (ESY) Framework

From Eligibility to Service Documentation

IEP Team considers ESY needs through review of current IEP and relevant student data.

Analysis of Student Data

The IEP Team must use at least three months of progress monitoring data (e.g. assessment data, progress or service notes, classroom observations, and student work samples) from the current school year.

Types of Data include:

- ✓ **Historical data** from the previous school year that document the student's rate of progress toward critical skill attainment, and rate of regression of an identified critical skill and time needed for the recoupment of the critical skill following previous breaks from service.
- ✓ **Medical records or evaluations** that speak to the nature or severity of the student's identified disability(ies) as it relates to the student's need for consistent, continued access to highly-structured programming.
- ✓ **Current developmental data** that indicate that the student is at a critical stage of breakthrough or on the verge of acquiring an emerging skill within a skill set.

Application of ESY Criteria
Extended School Year (ESY) Eligibility Worksheet

Criterion 1: Impact of Break in Service on Critical Skill
Will the break in service jeopardize one or more critical skills essential to a student's overall educational progress?
IF YES, USE DATA TO IDENTIFY AND DOCUMENT THE SKILL(S).

Criterion 2: Degree of Regression of Critical Skill
Is there a likelihood of significant regression of the identified critical skill(s)?
IF YES, USE DATA TO PREDICT AND DOCUMENT LEVEL OF REGRESSION.

Criterion 3: Time Required for Recoupment of Critical Skill
Is the student **unable** *to recoup the identified critical skill(s) during the next school year with re-teaching in a reasonable amount of time?*
IF YES, USE DATA TO PREDICT AND DOCUMENT RECOUPMENT TIME.

If NO

ESY services may <u>not</u> be appropriate or necessary for the provision of FAPE if:

- ✓ The IEP Team does not have concerns about any of the student's critical skills;
- ✓ There is little or no risk of significant critical skill regression; or
- ✓ Students can recoup critical skills with re-teaching within a reasonable amount of time.

If YES

ESY Program Design

IEP Team must design the student's ESY program to include the following elements:

- ✓ Designate one or more special education and/or related service(s) that the student receives during the school year, specifying the frequency, duration and location of the service(s).
- ✓ Develop one or more measureable goal(s) per identified skill.

ESY-Related Transportation

Determine if ESY-related transportation is necessary for FAPE:

- ✓ Document the need for ESY-related transportation.
- ✓ The IEP Team must complete and submit transportation form to OSSE-DOT.

ESY Certification

By the first Monday in May of every school year, LEAs must:

- ✓ Certify list of all students requiring ESY services at non-public schools to OSSE-DSE.
- ✓ Certify list of all students requiring ESY-related special education transportation services (public and non-public schools) to OSSE-DOT.

ESY Program Implementation

The LEA must:

- ✓ Ensure the timely and appropriate delivery of services.
- ✓ Ensure that all services are logged in SEDS.

ESY Closeout Summary

LEA must ensure that all ESY summer closeout summaries are completed prior to the beginning of the school year.