

Extended School Year Program
Eligibility Standards

In accordance with the policy of the Board of Education, the following regulations shall govern the standards of eligibility for the Extended School Year (ESY) program.

A student with a disability will be eligible for ESY services when it is determined that in the absence of such services the student will regress to such a marked degree that the student will be unable to recoup the loss within a reasonable time when school reconvenes. The following factors must be considered by the IEP team in determining eligibility for ESY programming:

1. Degree of disability
2. Degree of regression
3. Recovery time from this regression
4. Ability of parents to provide educational structure at home
5. Student's rate of progress
6. Student's behavioral problems
7. Student's physical problems
8. Availability of alternative resources
9. Ability of the student to interact with students and youth who are not disabled
10. Area(s) in curriculum which need continuous attention
11. Student's vocational needs
12. Whether the requested service is extraordinary for the student's disability, as opposed to an integral part of a program for those with the student's disability; and
13. Other relevant factors as determined by the IEP team.

ESY Review Procedures:

All children with disabilities will not require ESY services in order to receive FAPE. A key provision is that a child with a disability, regardless of categorical disability, may be considered for ESY services on an individual basis. If ESY services are determined to be necessary by the IEP team for a FAPE, those services must be provided.

The IEP team must determine a child's need for ESY services by collecting, reviewing, and analyzing existing information and pertinent data, including, but not limited to, the child's disability, educational history and present levels of performance/educational functioning and needs. Examples of data and information could involve a review of the following:

1. Criterion-referenced and standardized tests, including pre-test and post-test data of a student's progress;

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ESY Review Procedures: - continued

2. Functional assessments used in natural environments (e.g., home, community, work, school);
3. Analysis of data collected on a regular basis;
4. Evaluations and progress records for related services;
5. Parent, student, and/or service provider information;
6. Attendance records;
7. Behavior and disciplinary records;
8. Health/medical information;
9. Interviews with teachers and parents, students; and
10. Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

ESY Process

1. All special education students will be considered for eligibility in an ESY program at the annual IEP team meeting and provision will be made on the IEP at that time if the team determines that an ESY program is necessary. Likewise, notation will be made on the IEP if a determination has been made that the student does not need or desire an ESY program.
2. For those students identified as in need of ESY, the district will prepare recommendations as to the nature, duration and frequency of services needed to assure that significant regression will not occur to such a degree that recoupment cannot be accomplished within a reasonable period of time.
3. If the parent rejects the ESY, such rejection should be recorded on the IEP. If the parent accepts the recommendation for an ESY, proper notation should be made in the IEP.

Extended School Year
Screening Form

Student Name _____ Date of Birth _____

Address _____ Home Phone _____

Handicapping Category, Condition(s) _____

Service Provider _____ Title _____

1. Is there progress toward achievement of IEP objectives during the regular school year? _____ yes, _____ no

2. Indicate evident of progress or lack of progress toward achievement of IEP objectives during the regular school year.

3. Is there evidence of severe difficulty in maintaining skills learned during the regular school year? _____ yes, _____ no

4. Description and examples of severe difficulty in maintaining skills learned during the regular school year. (Indicate specific skills)

5. Is there evidence of severe skill regression during breaks in programming?
_____ yes, _____ no

Extended School Year
Screening Form – continued

6. Provide evidence of severe skill regression or lack of regression during breaks of programming and rate of recoupment. (Indicate specific skills)

7. List factors such as degenerative condition, environment or other considerations that might indicate a need or lack of need for ESY services.

8. Recommended for further consideration for ESY programming? ____ yes ____no
Multi-disciplinary Team Members:

Signature	Title	Date
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Signature	Title	Date
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Signature	Title	Date
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Signature	Title	Date
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Signature	Title	Date
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Signature	Title	Date
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Signature	Title	Date
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Extended School Year
Record of Multi-disciplinary Team Action

Student Name _____ Date of Birth _____

Address _____ Home Phone _____

Handicapping Category, Condition(s) _____

Degree of Impairment: _____ Mild _____ Moderate _____ Severe

1. List special education and related services provided during the regular school year.

2. Degree of regression and the time necessary for recoupment of skills:

A. Documented degree of regression in the past: _____

a. Documented source/basis: _____

b. Documentation not available _____

B. Documented amount of time required for recoupment of skills in the past:

a. Documented source/basis: _____

b. Documentation not available _____

C. Predicted degree of regression during interruption of child's educational program
(such as school breaks):

D. Predicted amount of time required for recoupment at the beginning of each school
Year if this child does not receive ESY services:

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Record of Multi-disciplinary Team Action – continued

3. The ability of the child's parents to provide educational structure at home: _____
Information/Comments: _____

4. The child's rate of progress: _____
Information/data reviewed: _____
Comments on IEP annual goals and progress: _____
5. Describe any behavioral and/or physical problems which the child has: _____

6. Availability of alternative resources for this child: _____
7. The ability of the child to interact with non-disabled children: _____

- A. Comments on IEP determination for least restrictive environment: _____

8. Area(s) in curriculum which require continuous attention for the child: _____

9. Child's vocational needs: _____

10. Whether requested service(s) is "extraordinary" for this child's disability, as opposed to an integral part of a program for those with the child's disability: ____ Yes ____ No
11. Other relevant factors as determined by the IEP team: _____

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Record of Multi-disciplinary Team Action – continued

12. Additional information or comments: _____

13. The IEP team has determined ESY services are necessary for the provision of FAPE to this child. ____ Yes ____ No

The IEP annual goals and benchmarks or short-term objectives requiring ESY service(s) are determined by the IEP team in accordance with 34 CFR ss 300.340-300.350. The type, amount and duration of ESY services will be determined by the IEP team on an individual basis and not based on particular categories of disability.

IEP TEAM MEMBERS PARTICIPATING IN REVIEW OF EXISTING DATA FOR ESY:

Parent(s)	Date
Student (as required)	Date
Special Education Teacher	Date
Regular Education Teacher	Date
Administrative Representative	Date
Related Service Provider(s) (as appropriate)	Date
Others (indicate name and title)	Date

I have discussed and been made aware of my child’s eligibility for Extended School Year services, as described above, and ____ accept, ____ reject the placement of my child in the Extended School Year Program.

Parent or Legal Guardian Date