



EXTENDED SCHOOL YEAR

IDEA (Individuals with Disabilities Education Act) requires school districts to provide eligible students with a free and appropriate education (FAPE). For some of these students, FAPE may include programs and/or services beyond the normal school year of the school district. This additional education programming is referred to as Extended School Year (ESY).

1. The 6th Circuit Court of Appeals (binding for Michigan) uses the regression/recoupment test as the basis for determining the need for extended school year. This is based on the premise that most nondisabled students experience some regression with interruptions in schooling. A review period of approximately seven to nine weeks in the fall of each school year is considered typical for recouping skills that have regressed over the summer months. ESY is designed for those students with disabilities whose regression is so significant that they do not recoup prior skill levels within the typical recovery period for their non-disabled peers. ESY is the EXCEPTION – not the rule.

2. **ESY is NOT:**

- For continuing or maintaining progress over the summer
- An entitlement from year to year
- For skills where there is no demonstrated regression or where such regression is not anticipated
- For skills not yet introduced
- For skills not yet mastered, merely because they have not been mastered prior to summer vacation.

3. **Decisions about ESY should:**

Be individualized

- The length, frequency and duration of ESY programs and services may be different for different students.
- Even looking at just one student, not all skill areas may be affected in the same way by an interruption in services. Some skills may not regress: those that regress may do so at different rates and recoup at different rates.
- Be recorded on the IEP (with start, end dates and frequency and duration of services set out)
- Focus on performance on skills addressed in the IEP
- Be supported by pre/post data from prior interruptions in schooling (summer vacations, holidays, etc.) Data collection for regression and recoupment should include a pre-interruption baseline, re-entry regression measure, and periodic skill checks for recoupment, noting the specific time needed to recoup specific skills.

4. **Data Collection**

In order to document evidence of regression/recoupment, it is critical that reliable measures of student performance of IEP objectives be available for review prior to scheduling an IEP. This data should be documented on the ESY documentation forms.

Examples of reliable measure may include (but are not limited to):

- Pre and Post testing
- Case notes/anecdotal observations
- Measured short term instructional objectives

These measures must have instructional objectives to include clearly observable and measureable behaviors, and well defined criteria for evaluation and must:

- Extend across school years (as appropriate)
- Extend across breaks in educational programs (winter, spring, previous summer, etc.)
- Extend across changing staff assignments

ESY Worksheet

A student may qualify for ESY under one of three methods listed below. All determinations must have accompanying documentation; examples are listed in the Michigan Standards and Guidance for ESY. This form is a **worksheet** to help determine the need for extended school year services.

Student Name: _____ Eligibility category: _____ Grade/Program: _____ Age: _____

Regression/Recoupment:

1. Describe the goal(s) in which regression after a scheduled break in instruction is considered to be a problem. **(Supporting documentation must be attached)**
2. Is the regression typical of the student's functioning throughout the year rather than due to a scheduled break in instruction? (e.g., summer, spring, winter break)
 Yes (student is NOT eligible for ESY)
 No (explain and attach documentation)
3. Has the student made progress toward IEP goals up until this time, despite not having been provided with an extended school year?
 Yes
 No – explain and attach documentation
4. Can the regression be recouped within 20 school days after returning from winter break?
 Yes
 No – explain and attach documentation

Severity of Disability/Lack of Progress:

5. Is a highly structured or consistent programming without substantial breaks in service required in order to make progress in the identified goal area(s) of concern?
 Yes (explain)
 No
6. Are the current strategies so complex and time consuming that they should not be discontinued for summer?
 Yes (explain)
 No
7. Are there extenuating circumstances aside from the student's usual learning rate that prevented the expected progress on goals and objectives this year?
 Yes (explain)
 No

Critical Stage/Area of Learning

8. Is there information which indicates (in the identified goal area(s) of concern) the student is at a critical stage/area of learning where failure to provide a service beyond the normal school year will severely limit the student's capacity to acquire essential skills?
 Yes (explain and attach documentation)
 No (student does not qualify for ESY)

ESY Student Worksheet

Student _____ Date _____

Specific Goal/Objective for ESY consideration-Present Level	Staff/Services Providers	Frequency and Duration
1.		
2.		
3.		

Specific Materials and Activities Necessary to maintain each short term objective.

OTHER: _____

REGRESSION/RECOUPMENT TABLE

Student: _____ Teacher/Therapist(s): _____

STO's/Present level	Baseline (before break)	Week 1 Date:	Midpoint Date:	Week 7/Final Date:
Communication:				
Fine Motor/Visual Motor:				
Gross Motor:				
Cognition:				
Socialization:				
Basic Skills:				
Other:				

Please fill in any additional supportive data or attach with date and summary.