



**INSPIRE CHARTER SCHOOLS**

1740 Huntington Drive #205, Duarte, CA 91010

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## **Extended School Year Frequently Asked Questions**

### **1. What is Extended School Year (ESY)?**

Extended School Year services are special education services that are provided to a student with a disability during extended school breaks. Per IDEA and CA Ed. Code 1, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:

- a. regression of skills during an extended school break *and*
- b. limited ability to benefit from re-teaching of skills after an extended school break.

In addition to the two criteria above, case law includes “emerging skills” (i.e. when a student is on the brink of learning to read) in the analysis of eligibility for ESY. If a student is in a critical stage of learning a skill that could lead to a greater level of independence, and interruption of instruction would cause loss of the current level of skill development, ESY should be considered by the IEP team.

### **2. What is the difference between ESY and summer school?**

ESY refers to special education and related services for students who require such services, on an individualized basis, per their IEP. Summer school is a program available *to all* students, through general education, which may provide instruction related to re-teaching skills from the preceding school year or pre-teaching skills for the upcoming school year. Summer school requirements are set forth by the school’s local governing board.

### **3. What should IEP teams consider when discussing ESY?**

A determination regarding the appropriateness of ESY is achieved through ongoing assessment and the review of progress towards annual goals/objectives. The IEP team must review the student’s progress, considering a variety of measurements to provide a baseline that documents the student’s rate of regression and recoupment related to their IEP goals and objectives. Determining ESY eligibility should be a data-informed decision making process that helps the IEP



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team determine whether services are necessary for a student to progress over time and to benefit from the IEP. Two themes emerge in the determination of eligibility:

1. ESY services are necessary when a child will experience a significant regression in the absence of an educational program and the time it will take to relearn the skills is excessive, referred to as the *regression/recoupment model*
2. ESY services are necessary when the progress the student made during the school year will be significantly jeopardized during school breaks; when a student is at a critical point in skills acquisition (e.g., demonstrating *emerging skills*).

#### **4. What do the terms “regression” and “recoupment” mean?**

Regression refers to a decline in knowledge and skill that can result from an interruption in education. Recoupment is the amount of time it takes to regain the prior level of functioning. All students experience some level of regression resulting from their summer break. The challenge for students with disabilities exists when a child will experience serious regression without the ability to recoup the loss.

#### **5. How can IEP teams identify emerging skills?**

ESY may be warranted when a student is in a critical stage of learning a skill that could lead to a greater level of independence, and interruption of instruction would cause loss of the current level of skill development. These emerging skills are characterized by slow progress toward the acquisition of a skill followed by sudden progress in the days or weeks before the break. The purpose of ESY in these cases is to enable the student to practice the new skills so as not to lose the learning that has recently been attained.

#### **6. Does a student’s ESY program need to be the same as their regular school year program?**

No. A student may require ESY services in one or more areas of their regular school year program. For example, a student may demonstrate regression without recoupment in the area of speech language skills, but not academics. In this case, the IEP team might determine that the student requires only speech language services during ESY. In addition, ESY services do not need to be provided in the exact same manner (i.e. number of hours, frequency, location) as services during the regular school year. Instead, the IEP team should consider the student’s identified area(s) of need and make ESY service decisions accordingly



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## **WHAT EXTENDED SCHOOL YEAR IS AND IS NOT**

### **Extended School Year (ESY) is:**

- A service or services offered during an extended school break as determined necessary by the IEP team
- Deemed necessary based on individual student needs, not eligibility category
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year
- Considered as a strategy for minimizing the regression of skill in order to shorten the time required to gain the same level of skill proficiency that existed at the end of the school year
- Based on multiple criteria and not on a single criterion
- Subject to IDEA and state certification requirements regarding service provider qualifications

### **Extended School Year (ESY) is not:**

- It is not a mandated 12-month service for all students with disabilities
- It is not required for students who exhibit regression due to transitional life situations, medical problems, or chronic absenteeism
- It is not to provide a child with education beyond that which is prescribed in his/her IEP goals and objectives
- It is not required or intended to maximize educational opportunities for any students with disabilities or to accelerate progress toward goals
- It is not intended to continue instruction on all the previous year's IEP goals unless determined necessary by the IEP team
- It is not required exclusively when a child fails to achieve IEP goals and objectives during the regular school year
- It is not compulsory. Participation in the program is discretionary with the parents, who may choose to refuse the ESY service.
- It is not compensatory education
- It is not a respite care service
- It is not a summer recreation program for students with disabilities