

Extended School Year v. Year Long Programming Documentation Requirements

<p align="center"><u>SPPS Operating School Year plus ESY:</u> <u>September – June</u></p>	<p align="center"><u>SPPS Operating Year-Round</u></p>
<p>Document services in Section 7 as they occur, during applicable timeframes. (Remember – ESY services are intended to reflect those periods of time outside the typical school day and/or school calendar. ESY = Extended School Year, so note those dates on the service grid appropriately.)</p>	<p>ESY Services are not documented on the IEP for students attending a Special Purpose Private School that operates year-round.</p>
<p align="center">Student services and needs determined by the IEP team and relevant data.</p>	
<p>Document regression and/or the time needed to recoup skills with supporting data = Need for ESY services. Clearly document in section 4 of the WN.</p>	<p>If the student moves to a program that is not year-round would there be a need for ESY due to documented regression? Clearly document in section 4 of the WN.</p>
<p>Clearly document data in the Written Notice.</p>	<p>Clearly document in the Written Notice that the out of district provider is implementing year-round services, and therefore the student does not require ESY programming.</p>

MUSER X.2.A(7): Extended School Year Services: Extended school year (ESY) means special education and related services that are provided to a child age three to twenty with a disability beyond the normal school year *in any SAU or special purpose program*; provided in accordance with the child’s IEP at no cost to the parents and they meet the standards *set forth in this rule*. ESY services must be provided only if a child’s IEP Team determines, on an individual basis, in accordance with §§300.320 through 300.324 and IX.3 of this rule, that the services are necessary for the provision of FAPE to the child. In implementing the requirements of this section, SAUs may not limit extended school year (ESY) services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services. [34 CFR 300.106]

The need for the particular services is demonstrated by means of:

- (a) A review by the child’s IEP Team of relevant information including, but not limited to, progress reports and relevant assessments, parent report, observations or documentation;*
- (b) Consideration by the child’s IEP Team of the significance of the child’s disability, progress toward IEP goals; and*
- (c) Consideration of the impact of previous service interruptions, if applicable, and the probability that the child is unable to recoup, in a reasonable amount of time, skills previously mastered.*

The Individualized Educational Program Team makes a determination about extended school year services at every Individualized Educational Program Team meeting for young children 3-5 in the Child Development Services System.

Link to Erin's Guidance -Determination of Compensatory Services for Students with Disabilities as a Result of COVID-19: <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Comp%20Services%204.29.21.pptx>

Section 4


This section is used to:

- Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected.


Directions:

- In reviewing the determinations in Section 1, document other alternative options that were available/presented to the team and not chosen, such as LRE options, continue or change program, eligibility criterion, ESY or similar.

4. Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected:



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Section 4

4. Describe any other options that the Team, which includes the parent, considered and the reasons why those options were rejected:

- Continue present program vs. change in program
- Discussions around more than one eligibility criterion
- ESY (yes/no) – amount of ESY
- LRE options that were not chosen (general vs. special education)