

DETERMINATION OF EXTENDED SCHOOL YEAR PROCEDURES
(To be completed at or in conjunction with the IEP team meeting)

A student must meet at least one of the five criteria below to such a degree that it impacts the student's ability to receive a FAPE without an extension of the regular school year. The criteria are related to the student's ability to receive benefit on individual goals/objectives from the regular school year special education programming as related to maintenance of critical life skills (any skill determined by the IEP team to be critical to the student's overall educational progress, including social/behavioral skills) identified in the current IEP (no new goals may be developed for ESY).

Student's name _____

District _____

Special education teacher _____

Date _____

Does the student exhibit:

1. The likelihood of regression/recoupment of critical life skills identified in the current IEP caused by a school break/failure to recover the lost skills in a reasonable time? (Approximately 7-9 weeks is reasonable to regain skills not practiced over the summer break). Yes or No

If yes, please verify:

2. A lack of progress that must be related to the student's disability not social maladjustment (despite attempts to reassess IEP, the student continues to make no progress) towards IEP goals/objectives addressing critical life skills so substantial that without ESY services the student would not receive benefit from his/her educational placement during the regular school year? Yes or No

If yes, please verify:

3. Emerging skills/breakthrough opportunities (student is at a critical stage of developing a skill or skills and the summer break would prevent the child from mastering the skill in a reasonable amount of time) related to IEP goals/objectives that would be impacted by the school break to the extent that the student would not benefit from his/her educational placement during the regular school year? Yes or No

If yes, please verify:

4. Interfering behaviors (such as ritualistic, aggressive, self-injurious behaviors) targeted by IEP goals/objectives/behavior intervention plan (BIP) that have prevented the student from receiving benefit from his/her educational placement during the current school year? Would interruption of his/her program which addresses the interfering behavior(s) prevent the student from receiving benefit from his/her educational program next year? Yes or No

If yes, please verify:

5. A disability of significant nature/severity (the characteristics of some disabilities are such – i.e. autism, intellectual disabilities – that the student may require ESY programming to address critical life skills over extended school breaks, etc.) that is likely to prevent him/her from receiving benefit from his/her educational programming next year? Yes or No

If yes, please verify:

Does the student qualify for extended school year services: Yes _____ No _____