

IEP Team ESY Decision-Making and Documentation

Introduction: Eligibility for extended school year services is determined by the IEP team through: regression recoupment analysis of the severity of academic achievement and/or functional skill regression (loss) a child experiences as a result of an interruption in special education services, and the amount of time required to recoup (regain) the prior level of skill; likelihood of retention of learned skills; the child's rate of progress during the school year; and whether meaningful progress on IEP goals is likely to be jeopardized if ESY services are not provided. Every child eligible for special education services under any of the thirteen categories of disabilities listed in RI Regulations for Special Education must be considered for ESY services. The purpose of this form is to provide a guide for IEP teams to use when determining eligibility for ESY and document the decision.

Directions: IEP teams must complete the IEP Team Eligibility Decision-Making form at every annual IEP for children with disabilities. This is done in just a few easy steps.

- Place IEP Meeting date, IEP effective from and to date, child's name, and IEP page number at the top of the page
- Consider each and every factor. Checking "yes" to any one of these factors alone or in combination triggers the eligibility for Extended School Year Services
- Name the data source(s) that were used as a basis for the IEP Team decision
- Check yes or no to each factor
- Document the ESY decision on the IEP form
- Determine which IEP goals are to be addressed during ESY and document the decisions when completing the Special Education and Related Services sections of the IEP
- This form must be included as part of child's annual IEP

For a more detailed explanation of Extended School Year Services, please refer to the Frequently Asked Questions on Extended School Year Services in RI located at www.ritap.org/iep

The IEP team considered the following factors:

Note: Any of these factors, alone or in combination, can trigger the need for ESY if they indicate that the benefits the child has received during the regular school year will be jeopardized.

Factor	Criteria	Data Source(s)	Yes/No	Goal(s) #
Regression/Recoupment Analysis	Is there data that indicates to the IEP team that there is serious potential for regression of academic achievement or functional skills beyond a reasonable period of recoupment?			
The nature and or severity of the child's disability.	Is there information regarding the nature or severity of disability of the child that indicates to the IEP Team that there is a need to provide services in the identified goal area of concern?			
The child's rate of learning	Is there information that indicates the child's rate of learning is such that child will not make sufficient progress toward IEP annual goals			
The degree of progress towards (a) IEP goals and objectives or, (b) for children transitioning from part C services (Early Intervention) to part B services, consideration of the degree of progress toward Individual Family Service Plan (IFSP) outcomes.	Is there data indicating the child's degree of progress towards meeting (a) IEP goals and objectives or (b) IFSP outcomes would jeopardize the child's access to a Free and Appropriate Public Education (FAPE) during the regular school year, if ESY services are not provided?			
The child's stereotypic, ritualistic, aggressive or self injurious interfering behavior	Does the child demonstrate behaviors that would jeopardize the child's access to a Free and Appropriate Public Education (FAPE) during the regular school year, if ESY services are not provided?			
The physical needs of the child	Is there data indicating that the child's physical needs require ESY services?			
Emerging skills and breakthrough opportunities	Is there information that indicates the child is at a critical stage of learning and/or a critical area of learning where failure to provide a service beyond the normal school year will jeopardize the child's capacity to acquire essential skills?			
Ability of the child to interact with typically developing peers	Is there information to indicate that a break in programming will jeopardize the child's ability to interact with typically developing peers?			
Student's post school outcomes	Is there information to indicate that a break in programming will jeopardize the student's attainment of his/her IEP goals and/or provision of transition services, in the areas of education and training, employment, and where appropriate independent living?			
Other special circumstances as determined by the IEP team	Are there any special circumstances to indicate that without ESY services the child's access to FAPE during the regular school year would be jeopardized?			