

IEP Procedures

The Individual Education Program (IEP) team determines a student's eligibility for each special education and related service the student receives.

The number of minutes for each service a student will receive during ESY is the amount determined he or she will need to maintain current skills; not the amount of time provided on the current IEP. Documentation of goals and objectives for ESY should be included in the annual IEP along with the type, amount, frequency, duration and environment/location of the ESY services. If it is not known whether a student meets eligibility criteria at the time of the current IEP, the team must reconvene to address the eligibility.

Other Considerations

Transportation during ESY:

The majority of students are transported to and from their homes to the ESY school site. For those students whose families request transportation to an alternate site (i.e. day-care, babysitter, relatives) it is important that you share with them at the time of the IEP/ESY determination that drop off and pick up sites will need to be within the partner district where the child resides (home district).

ESY Contacts

If you have questions about ESY and/or your child's eligibility, contact his or her **IEP case manager/ chairperson**. To resolve any issues relating to ESY, you may also want to contact your child's **area coordinator or SSD principal**. To obtain the number of your area coordinator or principal, call 314-989-8100. **SSD's Compliance Liaison** also can answer your ESY questions. Call 314-989-8143

Parent Education & Diversity Awareness is available to provide you with resources, training and support. Please contact us if we can be of any assistance.

Notice of Non-Discrimination and Accommodation

Special School District does not discriminate or tolerate discrimination, harassment, and/or retaliation against an individual based on race, color, religion, sex, national origin, sexual orientation or perceived sexual orientation, ancestry, disability, veteran status, age, or activity protected by federal or state law in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. Direct inquiries and complaints under this policy to Special School District's Director – Compliance Liaison, 12110 Clayton Road, St. Louis, Missouri 63131, telephone (314) 989-8100 or to the U.S. Department of Education Office for Civil Rights, One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, telephone (816) 268-0550, fax (816) 268-0599, TDD (800) 877-8339, email OCR.KansasCity@ed.gov Information about the existence and location of services, activities, and facilities accessible to impaired persons can be obtained from the Special School District's Director – Compliance Liaison at the phone number and address listed above.



Extended School Year (ESY) Facts

If you have questions or need more information please contact Parent Education & Diversity Awareness (PEDA)

Email: ssdpeda@ssdmo.org

Phone: 314-989-8460

Please visit our website - <https://www.ssdmo.org/Page/488> - for additional tools, resources and information.

PEDA champions meaningful inclusion, equity, full access to supports, family engagement and collaborative relationships for student success.

Parent Education & Diversity Awareness
SSD Learning Center
900 Hornet Drive
Hazelwood, MO 63042

SSD Website: <http://www.ssdmo.org>

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About Extended School Year (ESY) Services

Extended School Year is for students who require an extension of their educational program beyond the normal school year.

Consideration for eligibility for ESY services is done at the initial Individualized Education Program (IEP) and at least annually thereafter. The IEP of every student must document that the committee considered the student's eligibility for the ESY service.

Instructional services provided during Extended School Year will relate to those areas of the student's IEP where he or she demonstrates, or is predicted to demonstrate, significant regression with excessive recoupment time (see definitions in next section).

The IEP committee may identify such areas through:

- Data obtained throughout the year regarding a student's educational program.
- Historical data regarding the student that indicates a high likelihood of significant regressions and excessive recoupment time if an extended break occurs.
- Unique or unusual characteristics of the student.

The key factor when considering any or all of these sources is that they must relate directly to the individual student, be supported by data reflecting the student's skill level and relate to the student's existing goals. The decision must be from multiple sources.

Definitions for ESY

Regression and recoupment

All students have a tendency to regress, that is, to lose some previously acquired skills when they do not have an opportunity to practice or use them. Regression is viewed as significant, however, when the time required for a student to regain lost skills to the level of previous accomplishment, is excessive.

Determining the length of time for recoupment relates to the length of the break in service. In general, six weeks in the beginning of the school year with reviewing and reteaching, is considered adequate time for recoupment.

Regression and recoupment data related to extended school year may be noted (in percentages) by teachers as part of their progress reporting on the student's IEP goals.

Students who enroll for SSD services following spring recess and for whom historical/predicted data on regression and recoupment are not available are generally not eligible for ESY

Historical data

Data based on the opinion or evaluation in formation of professionals in consultation with the student and parents. The following are examples of factors that should be considered when historic data is obtained:

1. The nature and severity of a student's disability.
2. Alternative resources and educational structure in the home

Unique or unusual characteristics

Determined on a case-by-case basis. No one category or group of students may be automatically included or excluded when determining the type, length or duration of ESY services. The fact that a student has been identified through IDEA makes them unique. Even students who are diagnosed with multiple disabilities, some of which are very rare, are not automatically eligible for ESY services.

The following are examples of unique or unusual factors:

1. Critical stage of development, also known as window of opportunity.
2. A student's progress, behaviorally and physically.
3. The need for continuous programming to maintain a student's level of self-sufficiency and independence skills (does not refer to year-round programming or 365 days of service). Examples of these skills may include eating, dressing, toileting, being able to communicate wants and needs, manipulating objects, and maintaining stable relationships with adults and children.
4. Other unique circumstances, case-by case.