

EXTENDED SCHOOL YEAR

Extended School Year (ESY) is a related service that the Sacramento City Unified School District (District) provides beyond the regular school year for students with disabilities, in accordance with the student's Individualized Education Plan (IEP), at no cost to parents/guardians. ESY is not summer school, but an opportunity for the student to work towards the same goals and objectives within their IEP in areas where they have demonstrated (1) regression of skills during an extended break and (2) limited ability to benefit from re-teaching of skills after an extended break. For these students, an interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, making it unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his/her handicapping condition. The District must ensure that ESY programs are available for a minimum of 20 instructional days, as necessary, to provide a free appropriate public education (FAPE) to students with disabilities.

(34 C.F.R. § 300.106; 5 C.C.R. § 3043.)

IEP Considerations for ESY

The student's IEP team will need to consider a variety of factors to determine whether the student requires ESY in order to receive a FAPE. The following is a non-exhaustive list of factors that the District must consider:

- Nature and severity of the student's disability;
- Whether the student is making steady progress towards his or her IEP goals;
- If the student displays regression of previously taught skills during regularly scheduled breaks occur during the school year (i.e., semester breaks, winter vacation, etc.);
- If the student benefits from the re-teaching of skills or is able to regain skills lost over an extended break;
- Are there any behavioral or physical factors negatively impacting the student's ability to maintain a learned skill;
- Whether the benefits the student gains during the regular school year will be significantly jeopardized if he or she is not provided with ESY;
- Ability of the student to interact with nondisabled peers;
- The student's vocational needs;
- Availability of alternative resources;

- Whether there are “emerging skills” and “breakthrough opportunities” that an interruption in the school program might cause a loss of skills (such as when a student is on the brink of learning to read); and
- Other relevant information.

In addition to considering the above factors, the IEP team should:

- Provide data to support their decision; and
- Indicate specialized academic instruction, related services, frequency and duration in the “ESY” section of the IEP document.

The IEP team should complete the ESY Eligibility Worksheets within the Special Education Information System (SEIS) documenting its considerations and findings.