



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Guidelines for Individualized Education Program (IEP) Teams when Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services

NUMBER: BUL-059905.0

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: October 23, 2018

POLICY: The purpose of this bulletin is to assist IEP teams in engaging in a meaningful, data driven discussion to determine when Extended School Year (ESY) services are necessary for the provision of a Free Appropriate Public Education (FAPE) for students with disabilities.

- MAJOR CHANGES:**
- This bulletin replaces REF-5276.1 *Guidelines for the Individualized Education Program (IEP) Team when Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services* issued by the Division of Special Education on November 1, 2010.
 - This bulletin provides new guidelines for IEP teams when considering ESY, engaging in data collection, and documenting the IEP team decision.

GUIDELINES: The following guidelines apply:

- 1) It is the school administrator’s (or designee’s) responsibility to ensure that staff engage in ongoing data collection to provide information using the criteria below so that the IEP team can determine if a student requires ESY.

Criterion 1: As a result of school breaks, a student with disabilities demonstrates a significant regression (beyond typical regression experienced by students without disabilities) corresponding with limited recoupment capacity.

Regression:

Refers to how much knowledge or how many skills a student loses due to a break in the Regular School Year (RSY).

Recoupment:

Refers to a student’s ability and corresponding length of time required to relearn knowledge or skills previously achieved.

ROUTING

- All Locations
- Local District Superintendents
- Local District Administrators
- School Site Administrators
- Special Education Administrators
- Psychological Services Coordinators
- Related Service Providers
- School Psychologists
- Special Education Support Providers
- All Teachers



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GUIDELINES (Continued):

Criterion 2: As a result of school breaks, a student with severe disabilities demonstrates a loss of critical skills accessing the alternate curriculum. The loss of these skills can lead to increased dependency on future caretakers and reduce student inclusion with nondisabled individuals.

Criterion 3: A student with disabilities has documented special circumstances and/or other factors demonstrating the need for ESY, as determined by the IEP Team.

- 2) Ensure that the IEP team facilitates a discussion using the *IEP Team Extended School Year “ESY” Consideration Worksheet* (Attachment A) as a guide to determine ESY need.
- 3) Ensure the IEP team memorializes the “Summary of Discussion” (on Attachment A) in the IEP on FAPE Part 2, Section 4. For students receiving related services during RSY, the IEP team needs to consider whether the provision of such service(s) is necessary during ESY. Based on the discussion, indicate in the IEP on FAPE Part 1: Additional Factors: Extended School Year, “YES” or “NO”.
- 4) Upload the *IEP Team Extended School Year “ESY” Consideration Worksheet* (Attachment A) in the IEP Welligent Attachments.

AUTHORITY: This is the policy of the Superintendent of Schools.

RELATED RESOURCES: *Individuals with Disabilities Education Act (IDEA) of 2004 (Authority: 20 U.S.C. 1412(a)(1))*

34 Code of Federal Regulations-Section “C.F.R.” 300.106(b)(1)and(2)

California Code of Regulation 3043

LAUSD Special Education Electronic Policies and Procedures Manual (e-PPM)
<https://achieve.lausd.net/Page/14466> - ESY Section

ASSISTANCE: For assistance or further information please contact: Dr. Aaron Jeffery, Director of Operations, Division of Special Education, aaron.jeffery@lausd.net .



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ATTACHMENT A

IEP Team Extended School Year “ESY” Consideration Worksheet

SECTION 1: Student Demographic Information

STUDENT NAME		STUDENT ID	
DOB		CURRICULUM	
CURRENT SCHOOL YEAR		IEP DATE	

SECTION 2: Background

AUTHORITY:

California Code of Regulation 3043 states that extended school year (ESY) shall be provided, in accordance with 34 C.F.R. section 300.106, for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the IEP team determines the need for such a program and includes extended school year in the IEP pursuant to subdivision (e).

(e) An extended year program, when needed, and determined by the IEP team, shall be included in the pupil's IEP.

SECTION 3: Determination

Supporting evidence instructions for the following three sections below:

In the tables below, list only the area(s) of concern in which the student has significantly regressed and provide supporting evidence of such regression. IEP team shall consider multiple data sources (e.g. IEP goals and objectives) as supporting evidence.

An IEP team may determine ESY is necessary when a student meets one of the following criteria:

Criterion 1: As a result of school breaks, has a student with disabilities demonstrated a significant regression (beyond typical regression experienced by students without disabilities) corresponding with limited recoupment capacity?

Criterion 1: Supporting Evidence	
Area(s) of Concern:	Provide evidence for each area that applies
Regression: Refers to how much knowledge or how many skills a student loses due to a break in the Regular School Year (RSY). 	
Recoupment: Refers to a student's ability and corresponding length of time required to relearn knowledge or skills previously achieved. 	

Based on data summary above and the IEP discussion regarding ESY, the IEP team has recommended the following:

- NO, ESY services are not recommended under criterion 1 (if marked “NO,” SKIP to “Criterion 2”)
- YES, ESY services are recommended under criterion 1 (if marked “YES,” Student is eligible for ESY then SKIP to the bottom of this document “IEP Team Decision Section”)



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Criterion 2: As a result of school breaks, has the student with severe disabilities demonstrated a loss of critical skills and/or the ability to access the alternate curriculum? Will the loss of these skills increase dependency on future caretakers and reduce the ability for the student’s inclusion with nondisabled individuals?

Criterion 2: Supporting Evidence	
Area(s) of Concern:	Provide evidence of critical skills loss
Area(s) of Concern:	Provide evidence of increased dependency of future caregivers
<p>Based on data summarized above and the IEP discussion, the IEP team has recommended the following:</p> <p><input type="checkbox"/> NO, ESY services are not recommended under criterion 2 (if marked “NO,” SKIP to “Criterion 3”)</p> <p><input type="checkbox"/> YES, ESY services are recommended under criterion 2 (if marked “YES,” Student is eligible for ESY, then SKIP to the bottom of this document “IEP Team Decision Section”)</p>	

Criterion 3: Does the student with disabilities have documented special circumstances and/or other factors demonstrating the need for ESY, as determined by the IEP Team?

Criterion 3: Supporting Evidence	
Area(s) of Concern:	Provide evidence of special circumstances and/or factors
<p>Based on data summarized above and the IEP discussion, the IEP team has recommended the following:</p> <p><input type="checkbox"/> NO, ESY services are not recommended under criterion 3 (if marked “NO,” SKIP to the bottom of this document, “IEP Team Decision Section”)</p> <p><input type="checkbox"/> YES, ESY services are recommended under criterion 3 (if marked “YES,” Student is eligible for ESY, then SKIP to the bottom of this document “IEP Team Decision Section”)</p>	



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SECTION 4: IEP Team Decision

Per the IEP discussion, is the student recommended for ESY Services:

No, Student is not recommended for ESY

If found “not” recommended,

Step 1: mark “no” in the IEP Part 1: ESY Eligibility Section.

Step 2: Upload the *ESY Consideration Worksheet* in the IEP Welligent Attachments.

Yes, Student is recommended for ESY

If recommended:

Step 1: Include the IEP team discussion from the Attachment A *ESY Consideration Worksheet* in the IEP FAPE Part 2, Section 4, then mark “yes” in IEP FAPE Part 1: ESY Section

Step 2: Upload the *ESY Consideration Worksheet* in the IEP Welligent Attachments.

Summary of Discussion: