

# ISSAQUAH SCHOOL DISTRICT

## Extended School Year Procedures

WAC 392-172A-03090(1) (g) states, "...*Extended school year services; if determined necessary by the IEP team for the student to receive FAPE.*" Each student who receives special education services, including related services, will be considered for extended school year.

An appropriate IEP is the critical step in establishing FAPE.

The IEP should document progress toward IEP goals and objectives.

In cases where a lack of progress exists, the IEP must be reviewed to determine the appropriateness of the goals/objectives. The IEP team must document ongoing interventions including changes in materials, methodologies, placement, and service minutes in order to facilitate opportunities for student progress.

This documentation should be reviewed when determining ESY.

ESY services may be provided to students who meet the following specific eligibility criteria:

**A. Recoupment that takes longer than the length of a break**

1. If **by December 1<sup>st</sup>**, the student has **NOT** regained skills that he/she was documented as having in June on his/her IEP (from the previous school year), then this student may qualify for ESY.
2. If you **do not** have objective data **from June** to compare, you can **use data from before/after winter break, mid winter, or spring break** of the current year.

**B. Failure to make progress despite appropriate modifications**

1. The student failed to make reasonable gains over year
2. Data and IEP revisions **MUST** be in evidence to demonstrate that the IEP was somehow adjusted and in effect for at least one month in order to facilitate student progress (i.e. change of objectives, method, material, placement, reinforcements and/or time).
3. Goals/objectives (in effect for at least one month in order to see changes) should be reviewed and/or changed with an IEP amendment

**C. Exceptional Circumstances**

1. Student has had an acute/regressive/chronic physical/psychiatric health problem which caused excessive absences during the school year and negatively impacted FAPE
2. Student is just beginning to progress on a goal/objective from an IEP that has been implemented for the majority of the current school year and is at a critical learning stage.

**NOTE:**

ESY ELIGIBILITY **MUST** BE DOCUMENTED AND SUPPORTED WITH **DATA**.

- Students must meet eligibility requirements in each service area separately to receive ESY services in that area.
- Students do **NOT** automatically qualify in all areas if they receive service in one area.
- Students do **NOT** automatically qualify for ESY each year.

The IEP team will make this determination at the IEP meeting **OR** at a later IEP meeting if there is not sufficient data at the first meeting.