

Extended School Year**

Students eligible for extended school year services are:

1. Those students eligible for special education services for whom maintenance of their level of self-sufficiency and independence is unlikely, after an interruption of services, in view of their disabling conditions without extended school year services; or
2. Those students eligible for special education who require an extended school year to remain in their current least restrictive environment.

The Individual Education Program (IEP) Team must meet to determine need for extended school year services at least annually through an IEP meeting conducted for this purpose or as part of the annual review of the IEP.

The duties of the IEP Team include:

1. Identifying IEP goals and objectives related to areas of self-sufficiency which are required to maintain current placement. This may be done at the time the IEP is developed for the academic year.
2. Establishing and implementing data collection processes for determining student progress, including data to provide information about the following:
 - a. How often a review of previously introduced material is required;
 - b. Whether the student demonstrates inconsistency in the mastery and/or retention of skills;
 - c. Significant or critical stages reached by the student in mastery of skills related to areas of self-sufficiency;
 - d. Whether the student requires a more intense rate of instruction in order for progress to take place;
 - e. Regression and recoupment periods for a student based on information from the IEP and evaluations of student performance in educational settings and applying the following criteria:
 - f. A reasonable recoupment period for an interruption in educational services planned by the educational agency of eight to twelve weeks is 30 instructional days;
 - g. A reasonable recoupment period for an interruption in educational services planned by the educational agency of three to four weeks is seven instructional days;
 - h. A reasonable recoupment period for an interruption in educational services planned by the education agency of two weeks is three instructional days.
3. Exceptions to the number of days constituting a reasonable recoupment period may be granted on a case-by-case basis by the IEP Team.

4. Sources of data for documenting regression and recoupment periods may include:
 - a. Progress of goals on consecutive IEP's
 - b. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program;
 - c. Reports by parents of negative changes in adaptive behaviors over break periods;
 - d. Medical and other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services;
 - e. Observations by educators and others;
 - f. Results of criterion referenced tests.

5. Techniques to collect data for documentation may include:
 - a. Daily monitoring;
 - b. Behavior checklists, student self-assessments, parent assessments and professional assessments;
 - c. Documented observation of the student.

6. Indicating known or reported conditions or behaviors that may be exhibited in the educational environment or elsewhere, that, if not provided for, may cause regression.

7. Reviewing the IEP to determine eligibility for extended school year services. The team shall identify goals and objectives that are related to areas of self-sufficiency such as:
 - a. Areas essential for minimal independence:
 - (1) Muscular control;
 - (2) Toileting;
 - (3) Feeding and eating;
 - (4) Dressing;
 - (5) Physical mobility.

 - b. Areas necessary for community living:
 - (1) Personal hygiene;
 - (2) Impulse control;
 - (3) Basic communication;
 - (4) Stable relationships as shown by interaction with peers and adults;
 - (5) Reviewing data and input collected from educators, other professionals and parents;
 - (6) Recommending from existing information student eligibility for extended school year services;
 - (7) Setting dates for extended school year eligible students' IEP Team meetings;
 - (8) Reviewing data collection procedures;
 - (9) Retrieving, at specified intervals, data related to acquired skills and regression and recoupment.