



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

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: