

**Schenectady County CWSN Department**  
**Extended School Year (ESY) Guidance for Preschool Children**

The purpose of this guidance is to help create some consistency among Schenectady County School Districts and Preschool Providers in order to assist the Committee on Preschool Education (CPSE) in their discussions of determining the eligibility of a preschool child with a disability (PWD) for Extended School Year (ESY) services.

This guide also aligns with the *Documentation Recommendations for an Extended School Year, Part 200.16 of the NYS Commissioner's Regulations\**. Enrollment in ESY services should be based on regression from the previous year and updated at the Annual Review. Goal-directed data should demonstrate significant regression as described under Part 200.16. ESY is meant to generally **maintain** present levels of skill, not continue progress. Considerations should be made regarding the level of services and possible lower frequencies for the summer program. Not all children should be recommended for ESY. We ask that you adhere to professional standards and only recommend ESY for children who truly qualify for these services (not to maintain your caseload or enrollment for the summer.)

**Providers should follow this process for the CPSE for discussing ESY for every child they are requesting ESY services for on their caseload (coordinated efforts between therapists at the same agency should reduce duplicated paperwork):**

1. In addition to Annual Review Report requirements, the Annual Review Packet should include the following in relation to ESY:
  - Written recommendation from providers for Extended School Year services
    - consideration of isolated skills should be made in relation to the overall skill set that could be representative of possible regression for that goal area
  - Completed *Request for Extended School Year Services* form(s)
    - separate forms to be submitted for related services only providers
    - each individual/discipline may submit as many forms as needed to document regression as per each IEP goal that is in jeopardy of substantial regression without ESY.
    - when a child is participating in a center-based program, the documentation should be blended together, in one packet, referencing all areas of regression in each discipline.
2. Prior to the meeting, the Annual Review Packet should be sent to all appropriate personnel, including the county, at least 5 days prior to the scheduled CPSE Meeting. This information should also be available at the meeting (either in hard copy or projected) for each member of the committee to view. It is inappropriate to arrive at the meeting and request ESY without prior documentation.
3. During the meeting, the Committee shall:
  - review progress made in this school year (review of quarterly reports in IEP Direct)
  - review data presented regarding regression in each area
  - review the needs of the child based on the data
  - review the recommendations being made for the child
  - determine the eligibility of the child for ESY services and the level of services to be provided during the 6-week summer session (i.e. a child receiving a center-based program during the school year **may** be recommended to receive only related services during the summer)

4. When writing goals, if there is a goal area in which ESY is being recommended to address regression, in all likelihood this would be a skill area that will be addressed during the following school year. The first objective under the goal could be a summer “maintenance” objective and list “August” as the “Schedule/ By” entry. Additional objectives would address targeted objectives for the school year. For consistency in documentation and allowing for accurate data reporting, ESY dates would be July and August preceding the new school year. If the student’s IEP starts in July, there should be five boxes in IEP Direct for progress reporting, with four boxes for students starting services in September. Progress reporting should consistently start the year in the first box of IEP Direct.

\*Part 200 of the NYS Commissioner’s Regulations state:

200.16 (h)(3)(v) “12-month special education services and/or programs shall be provided to eligible preschool students with disabilities consistent with their individual needs, as specified in their individualized education programs. Preschool students with disabilities may be considered for such special services and/or programs in accordance with their need to prevent substantial regression if they are:

- a) preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- b) preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or
- c) preschool students whose special education needs are determined to be highly intensive and requires a high degree of individual attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment in the home; or
- d) preschool students whose needs are so severe that they can be met only in a seven-day residential program; or
- e) preschool students who are not described in clauses (a) through (d) of the subparagraph whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration to prevent substantial regression as determined by the CPSE.