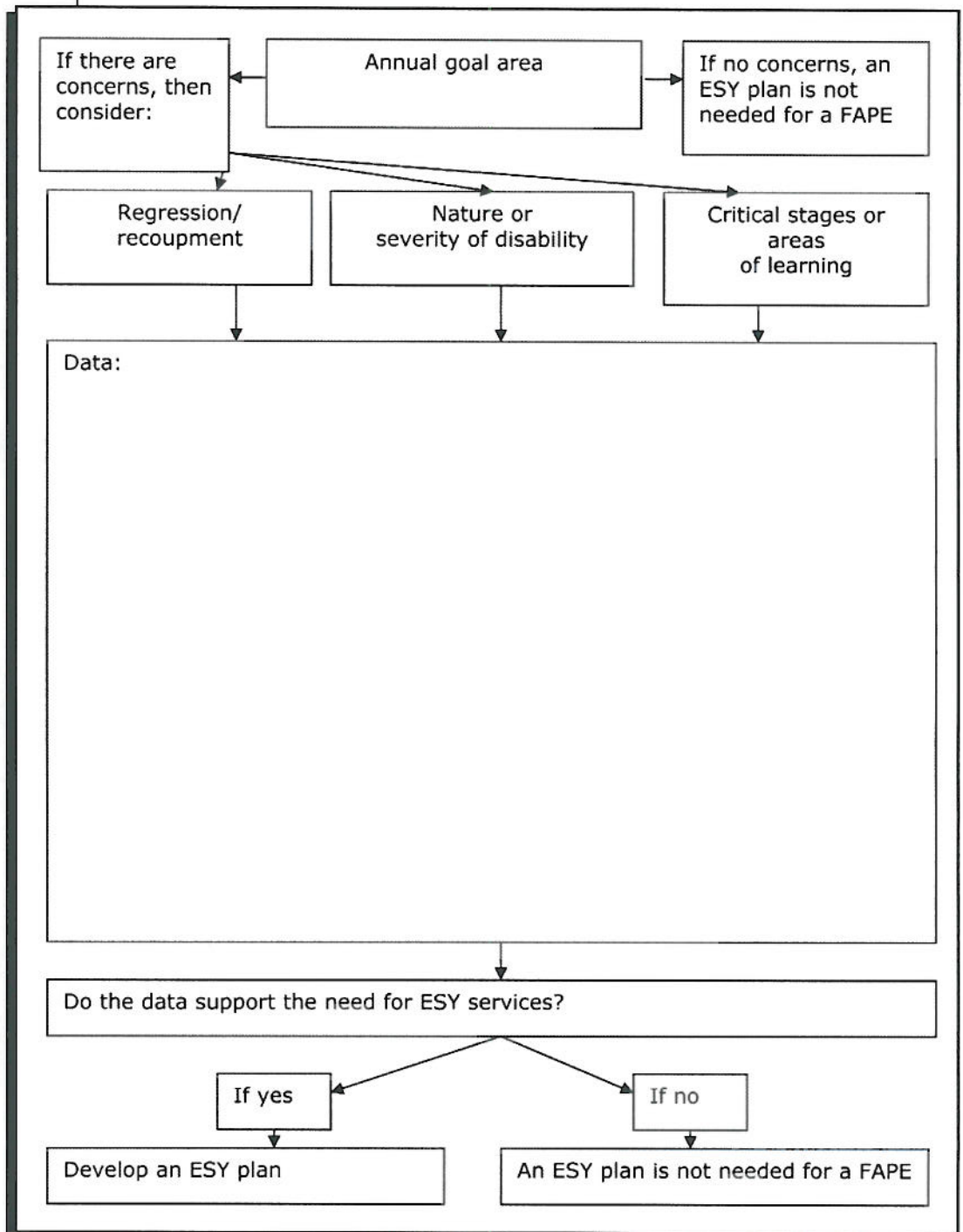


Appendix 2: ESY Decision-Making Flowchart and Questions for ESY Decision Making

The documents in this appendix, *Extended School Year Decision-Making Flowchart* and *Questions for Extended School Year Decision Making*, are intended to be used together.



Questions for Extended School Year Decision Making
(Use in conjunction with the *ESY Decision-Making Flowchart*)

Is there one or more annual goal area(s) of concern addressing skills that need to be maintained without interruption for the student to benefit meaningfully from a FAPE?

- If no, then ESY services are not needed for a FAPE.
- If yes, for each goal area of concern answer the following questions:
 - 1) Is there data that indicates to the IEP Team that in the identified goal area of concern there is a serious potential for regression of skills beyond a reasonable period of recoupment? What data support this?
 - 2) Is there data regarding the nature or severity of the disability of the student that indicates to the IEP Team that there is a need to provide services in the goal area of concern during breaks in the school year? What data support this?
 - 3) Is there information that indicates to the IEP Team that in the identified goal area of concern the student is at a critical stage of learning or in a critical area of learning where failure to provide a service beyond the normal school year will severely limit the student's capacity to acquire essential skills? To answer this question, answer the following questions:
 - a) Is there a skill that needs to be mastered immediately? If the student does not master the skill immediately, is the degree of mastery likely to be permanently reduced? What data support this?
 - b) Is the student at a critical stage of development where there is a window of opportunity that will be lost if services are not provided? What data support this?
 - c) Are there changes in the student's medical, physical, or sensory status that makes it possible to predict an accelerated rate of learning during the ESY period (critical stage)? What data support this?
 - d) Is the skill in a critical area of learning and will a break in services result in the loss of a window of opportunity for mastering the skill? What data support this?
- If the answer to all of these questions is no, then ESY services are not needed for a FAPE.
- If the answer to one or more of these questions is yes, then the IEP Team needs to develop a plan for ESY services.