

# **EXCEPTIONAL STUDENT EDUCATION**

**(Grades Pre-K –12)**

**EXCEPTIONAL EDUCATION**

Access Points for Students with Significant Cognitive Disabilities..... 69

Age Requirements for Students with Disabilities.....68

Course Accommodations (K-12) .....69

Extended School Year Procedures ..... 70

Guidelines for Determining Appropriate Assessment Accommodations .....70

High School 9th - 12th.....63

Inclusion.....69

Mainstreaming/Monitoring.....68

Options for Students Who Do Not Pass State Assessments Required for Graduation .....63

Progress Monitoring Plans .....62

Promotion, Retention and Promotion for Good Cause.....62

Reports to Parents.....68

Special Certificate of Completion .....67

Special Diploma Option I .....64

Special Diploma Option II .....66

Special Exemption under Extraordinary Circumstances .....64

Standard Certificate of Completion .....64

Standard Diploma63

State & District Assessments for Students with Disabilities .....69

What ESY is NOT .....71

Waiver of the Florida Comprehensive Assessment Test (FCAT) and/or End of Course  
Assessment for Certain Students with Disabilities .....63

Formatted: English (U.S.)

**EXCEPTIONAL STUDENT EDUCATION  
(Grades Pre-K –12)**

**PROMOTION, RETENTION AND PROMOTION FOR GOOD CAUSE FOR ELEMENTARY SCHOOL (GRADES PRE-K – 5<sup>TH</sup> AND MIDDLE SCHOOL (GRADES 6<sup>TH</sup> – 8<sup>TH</sup>) STUDENTS WITH DISABILITIES**

The criteria for promotion and retention of elementary and middle school students with disabilities are the same as for general education students. Please refer to the elementary section of this document for guidelines for promotion and retention of all elementary students. The criteria for promotion and retention of middle school students with disabilities is the same as for the general education students (refer to middle school section) with one exception: Eighth grade students with disabilities, for whom the Individual Educational Plan (IEP) committee has recommended a special diploma, who do not score a 4.0 on FCAT Writing or Sumter Writes will not be retained. Eighth grade students with disabilities, for whom a standard diploma is recommended, will be retained if they do not score 4.0 on FCAT Writing or Sumter Writes. All students who meet the criteria may be promoted for good cause as outlined in the general information section.

Social promotion due to age, size or any other reason is strictly against the Federal No Child Left Behind mandates and the State of Florida rules. However, the Technical Assistance Paper (reference: DPS Memo #03-024) provided by the Florida Department of Education discusses three options available to districts for students (OTHER THAN THIRD GRADE STUDENTS) who do not meet district and state levels of proficiency for promotion. The options that may be considered for promotion are as follows:

- Remediate before the beginning of the next school year and promote
- Promote and remediate in the following school year with intensive remediation
- Promote for Good Cause

The fourth option is as follows:

- Retain and remediate the following school year

The Promotion/Retention Student Study Team should review the options outlined above and make a recommendation to the principal concerning the promotion/retention of students not meeting district/state proficiency guidelines. The Promotion/Retention Recommendation form (PP-SR-063) (Appendix 13) must be completed for each student as appropriate. The GOAL for students not meeting proficiency levels is remediation, not retention. Every effort will be made to assure that all students have the opportunity to meet proficiency levels.

**PROGRESS MONITORING PLANS**

All students, Kindergarten through 12<sup>th</sup> grade, who do not achieve district proficiency levels in reading and writing will have a Progress Monitoring Plan (PMP). Students with disabilities who have an Individual Education Plan (IEP) that addresses reading and math will not be required to have a PMP. If the student's IEP does not address reading and /or math, the IEP team will reconvene to develop goal pages in the appropriate area(s), or a PMP must be developed. Some students with disabilities who are served in the general education classroom for reading and math will have a PMP and an IEP. Both the PMP and the IEP will clearly state who will be implementing each part of both plans. For example, a student with a disability who has an IEP to be implemented by the Speech/Language Pathologist, may have a PMP that will primarily be implemented by the classroom teacher. Each case will be considered individually.

## HIGH SCHOOL (9<sup>th</sup> – 12<sup>th</sup>)

At the 8<sup>th</sup> grade IEP meeting, or before age 14, high school diploma/certificate options will be discussed. (Form CI-EP-012) Those options are as follows.

1. Standard Diploma
2. Standard Certificate of Completion
3. Special Diploma
  1. Option I
  2. Option II
4. Special Certificate of Completion

The decision regarding whether a student chooses a course of study leading to a Standard or Special Diploma must be made by the IEP committee during the student's eighth grade year or before his/her 14<sup>th</sup> birthday with both student and parent(s) involvement. The recommendation shall be reviewed annually and may be changed to meet the individual needs of that student.

## STANDARD DIPLOMA

Students with disabilities seeking a Standard Diploma must meet all requirements as defined in the High School section of this document. There are three options for earning a standard diploma, as follows:

1. Standard 24 Credit Option
2. Accelerated 3 Year, 18 Credit, College Preparatory Option
3. Accelerated 3 Year, 18 Credit, Career Preparatory Option

The three standard diploma options are explained in detail in the high school section of this document. A Standard Diploma may be achieved through the following means:

1. Classes taken in both ESE and General Education classrooms
2. All classes taken in General Education classrooms

Accommodations to basic and vocational courses are found in the "Accommodations" section of this document.

## OPTIONS FOR STUDENTS WHO DO NOT PASS STATE ASSESSMENTS REQUIRED FOR GRADUATION

### WAIVER OF THE FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) AND OR END OF COURSE ASSESSMENT FOR CERTAIN STUDENTS WITH DISABILITIES

The school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. A student with a disability, for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the Florida Comprehensive Assessment Test (FCAT) waived as a requirement for graduation with a standard high school diploma, if the student:

- Is progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in the High School section.
- Does not earn passing scores on the FCAT or on a standardized test that is concordant with passing scores on the FCAT after one opportunity in 10<sup>th</sup> grade and one opportunity in 11<sup>th</sup> grade.

For the purposes of this act, the term "student with a disability" means any student who is documented as having an intellectual disability; a hearing impairment; including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

A student for whom the IEP committee determines that an end of course (EOC) assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit. In order to be considered for the waiver from the End of Course assessment requirement, the students must meet all of the following criteria:

1. Be identified as a student with a disability as defined above
2. Have an active individual educational plan (IEP)
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards.

#### **SPECIAL EXEMPTION UNDER EXTRAORDINARY CIRCUMSTANCES**

In special cases, a student who has an IEP may ask the district superintendent to request a special exemption from the FCAT requirement for a Standard Diploma. This request may be approved if the student's FCAT scores reflect the student's disability in sensory, manual, or speaking skills rather than the student's academic achievement. The decision about the special exemption is made by the Commissioner of Education after reviewing documentation sent by the school district superintendent showing that the student has mastered the Standards tested on FCAT. The student must meet all other criteria for graduation with a standard diploma. Learning deficits and cognitive deficits do not constitute extraordinary circumstances.

#### **STANDARD CERTIFICATE OF COMPLETION**

For complete information regarding Standard Certificate of Completion, please refer to the High School Section.

#### **SPECIAL DIPLOMA OPTION I**

To be awarded a Special Diploma, Option I, a student must have been identified in accordance with rules established by the State Board of Education, as a student with a disability who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic or other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired. Students identified as speech impaired or visually impaired are not eligible for a special diploma unless they have another identified disability.

Nothing provided in this section shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma or a Special Certificate of Completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of the Standard Diploma.

Three levels of functioning, independent (academic), supported and participatory, have been designated to provide a way to differentiate course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students taking the Special Diploma option must achieve the state standards for Special Diploma. The IEP committee will determine if

such standards are met at the independent, supported or participatory level.

The graduation requirements for a Special Diploma, Option I, for **students with disabilities, who enter their first year of high school in the 2007-2008 school year and thereafter**, taking a majority of independent (academic) level courses include:

1. A 2.0 cumulative grade point average for all courses taken during high school.
2. Minimum of 24 credits as specified:

Courses	Credits
English/Life Skills Communications	2
Mathematics/Life Skills Math	2
Science (Vocational credits may be substituted)	2
Social Studies (Vocational credits may be substituted)	2
Physical Education with integration of health (or completion of sports full season participation on a non-credit basis; 24 credits would still be required)	1
Reading (may substitute one standard English course)	1
Vocational	3
Elective Credits (to include career/technical courses to complete a program of study, intensive reading and mathematics intervention courses)	11
	24

3. Show mastery of the Next Generation Sunshine State Standards for Special Diploma.

Students with disabilities working toward a Special Diploma will be promoted and classified by grade according to the following:

FRESHMAN	9 <sup>th</sup> grade	Promotion or verified completion of 8 <sup>th</sup> grade
SOPHOMORE	10 <sup>th</sup> grade	5 credits
JUNIOR	11 <sup>th</sup> grade	10 credits and a 4.0 or higher score on FCAT Writing or Sumter Writes
SENIOR	12 <sup>th</sup> grade	17 credits

Any student in grades 9-12 who enrolls in and satisfactorily completes a job preparatory program may, at the principal's discretion, substitute credit for a portion of the required credits in English, mathematics, social studies, or science. Credit earned through the Vocational Preparatory Program shall be on a curriculum equivalency basis.

The Special Diploma Course Code Directory includes courses with 7000000-7999999 prefix. Credit value and grade average requirements are the same as for a Standard Diploma.

Credit may be awarded toward a Special Diploma when the student has not mastered sufficient standards to be awarded credit in a General Education course, provided the student has met the standards for the exceptional student course.

Procedures for students moving between Standard and Special Diploma options as follows:

1. Unique skills courses and nonequivalent courses may be taken by standard diploma seeking students with disabilities. The courses will count toward elective credits.
2. Students with disabilities may switch from Standard Diploma option to Special Diploma option and receive credit for passing required courses.
3. Students with disabilities may switch from Special Diploma option to Standard Diploma option and receive credit for passing elective courses.

4. Gifted, Speech Impaired and Visually Impaired students are not eligible for a Special Diploma.
5. Students with disabilities who transfer in under Option II for a Special Diploma shall be given credit for completed work in the previous district.

The graduation requirements for Special Diploma, Option I, for students with disabilities beginning with incoming 9<sup>th</sup> graders, taking a majority of supported level courses includes:

1. A 2.0 cumulative grade point average for all courses taken during high school.
2. 24 credits – There are no specified courses to fulfill the 24 credit requirement. The IEP committee shall determine the appropriate courses from the Course Code Directory.
3. Show mastery of the Next Generation Sunshine State Standards for Special Diploma.

The graduation requirements for Special Diploma, Option I, for students with disabilities taking a majority of participatory level courses includes:

1. A 2.0 cumulative grade point average for all courses taken during high school.
2. 20 credits – There are no specified courses to fulfill the 20 credit requirement. The IEP committee shall determine the appropriate courses from the Course Code Directory.
3. Show mastery of the Next Generation Sunshine State Standards for Special Diploma.

**SPECIAL DIPLOMA OPTION II**

Special Diploma Option II is entitled SCOPE (Successful Career Opportunities Provided through Experience). Although each job requires different skills, all jobs require appropriate work behaviors and general employability skills. SCOPE students will gain self-confidence and work experience in several career areas while developing the transferable skills expected by employers.

The graduation requirements for a Special Diploma Option II for eligible students with disabilities **who enter their first year of high school 2007-2008 school year and thereafter** are as follows:

1. A 2.0 cumulative grade point average.
2. Minimum of 18 credits as specified:

Courses	Credits
Applied English/Life Skills English	2
Reading	1
Mathematics/Life Skills Math	2
Career Preparation	1
Career Experience	1
Career Placement	5
Vocational	1
Electives	3
Physical Education with Health integrated	1
Business Technology	1
<b>TOTAL</b>	<b>18</b>

3. Successful mastery of all annual and short-term objectives related to employment and community competencies as identified in the graduation training plan.
4. Successful mastery of competencies in his/her employment and communities training plan as determined

by the Career Placement teacher and/or Transition IEP.

5. The student must be successfully employed for at least one semester, at or above minimum wage.

\*Students enrolling in the career placement course must be sixteen years of age or older and need to provide their own transportation to and from their work site. In order to earn one credit in career placement the student needs to work a minimum of:

- 1 ½ hours per class period or
- 7 ½ hours per week or
- 67 ½ hours per nine weeks or
- 135 hours per two nine (9) week periods

Students with disabilities may move between the Standard and Special Diploma Options and between Special Diploma Options I and II. The decision regarding whether a student chooses a course of study leading to a Standard Diploma or Special Diploma must be made by the IEP committee during the student's eighth grade year or age 14 (whichever occurs first). This decision must be reviewed annually at the IEP meeting.

For students moving from a Standard Diploma to a Special Diploma, Option I, the student may receive credit toward a Special Diploma for passing comparable regular education courses. The student would be required to fulfill all of the Special Diploma 1, Option I credit requirements if the Standard Diploma courses did not cover those requirements. If a student has been pursuing a Standard Diploma and wishes to change to Special Diploma Option II, the student must master his or her own set of employment and community competencies regardless of the number and type of credits previously earned.

For students moving from a Special Diploma, Option I or Option II, to a Standard Diploma, the student will receive elective credits for the previous Special Diploma courses taken, but must earn the appropriate Standard Diploma credits as outlined in the high school section of this document.

Students who move from other states or districts that do not offer Special Diploma Options I or II will be served on an individual basis.

Nothing provided in this section shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma or a Special Certificate of Completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of the Standard Diploma.

### **SPECIAL CERTIFICATE OF COMPLETION**

To be awarded a Special Certificate of Completion, a student:

1. Must have earned the appropriate credits in grades 9 -12 as specified in the required courses of study which must include those credits listed under Special Diploma.
2. Must have been unable to demonstrate mastery of the appropriate Florida alternate assessment or the Florida Comprehensive Achievement Test.
3. May or may not have a cumulative 2.0 grade point average for all courses taken during high school.

### **AGE REQUIREMENTS FOR STUDENTS WITH DISABILITIES**

The Individuals with Disabilities Education Act (IDEA) requires that one year before the child with a disability reaches the age of majority under state law (18 years of age), the child and the parents be informed of the following provisions:

## Exceptional Student Education

- The school shall provide any notice required to be sent to both the child and the parents;
- All other rights accorded to parents transfer to the child;
- The school shall notify the individual and the parents of the transfer of rights; and
- All rights accorded to parents transfer to children who are incarcerated in an adult or Juvenile Federal, State or local correctional institution.

This law applies to all children who are turning eighteen, except for a child with a disability who has been determined to be incompetent under State Law. However, unless otherwise notified, the parents of all children with disabilities will continue to be included in all meetings in which decisions are made concerning each student's individual educational program.

A student with disabilities who has been awarded a Standard Certificate of Completion, a Special Diploma or a Special Certificate of Completion may continue in school to pursue a Standard Diploma until the student's 22<sup>nd</sup> birthday. A student receiving a Standard Diploma has completed his high school program and may not continue in school.

If a student with disabilities 16 years of age or older drops out of school, and goes to adult education and then decides to leave adult education and return to high school, the student is eligible to do so if the student has not met graduation requirements for a Standard Diploma and has not reached the age of 22. Upon re-enrollment, an IEP review meeting will occur and the student's individual needs will be addressed. Should it be impossible for the student to meet graduation requirements prior to age 22, the school is still required to enroll the student until the student's 22<sup>nd</sup> birthday.

### REPORTS TO PARENTS

Parents of students with disabilities will receive end of grading period progress reports regarding the student's progress toward their annual IEP goals. The report will also indicate if the student's progress is such that it is likely that by the duration date of the IEP the student will have mastered the annual goals. These progress reports are in addition to regular end of grading period report cards. Exceptional Student Education (ESE) teachers may have more frequent communication with the parent concerning student progress, if appropriate.

### MAINSTREAMING/MONITORING

The ESE student must be educated in the least restrictive environment that is consistent with his or her educational needs, and, when possible, be placed with regular education peers. When a student with disabilities is placed in a "mainstreamed" general education class, an ESE teacher will monitor his/her progress and success. It will be the responsibility of that ESE teacher to meet with the general education teacher at the mid-term and end of grading period (or as specified in the student's IEP) to discuss the student's needs and to check to see if course accommodations/modifications are being implemented.

If the student is not successful in the mainstream classroom, despite accommodations/ modifications and/or any other considerations stated on the IEP, the IEP committee will reconvene to discuss the situation which may result in the student being scheduled into an ESE classroom as the least restrictive environment.

### INCLUSION

There is no federal or state mandate for inclusion of students with exceptionalities, but there is a mandate for providing education in the least restrictive environment. Florida's and Sumter's inclusion initiative is intended to enhance the mandate for education in the least restrictive environment, so that inclusion means less exclusion, and more inclusionary educational environments are provided.

## ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

The Next Generation Sunshine State Standards include access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the general education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

## COURSE ACCOMMODATIONS (K-12)

In Florida, all students with disabilities have the opportunity to work toward grade-level academic standards. Accommodations meet the individual student needs and ensure equal access to the academic content standards.

Accommodations are changes that can be made in the way the student accesses information and demonstrates performance. The IEP team determines what accommodations are necessary.

## STATE AND DISTRICT ASSESSMENTS FOR STUDENTS WITH DISABILITIES

All Florida students participate in the state's assessment and accountability system. The Elementary and Secondary Act of 2001 (ESEA) and the Individuals with Disabilities Education Act of 2004 (IDEA) both require students with disabilities to participate in statewide assessments with accommodations, where necessary.

Accommodations are authorized for any student who has been determined eligible as a student with a disability and has a current IEP, or who has been determined to be a student with a disability and has a plan developed under 504 of the Rehabilitation Act.

The accommodations must be identified on the student's IEP or 504 plan and must align with current instructional accommodations and accessible instructional materials used regularly by the student in the classroom.

The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations.

The decision that a student with a significant cognitive disability will participate in the statewide will alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

- a) The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodation, assistive technology, or accessible instructional materials;
- b) The student is participating in a curriculum based on the state standards access points for all academic areas; and
- c) The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

## GUIDELINES FOR DETERMINING APPROPRIATE ASSESSMENT ACCOMMODATIONS

Test manuals generally provide a listing of allowable accommodations that can be used for all students, including students with disabilities. Accommodations for state and district assessments currently allowed for students with disabilities are as follows:

- Flexible scheduling - Students may be assessed in several brief sessions kept within the time period of the testing schedule. Extended time may be provided as appropriate for the particular test being administered.
- Flexible setting - Students may take tests in individual or small group settings with a test proctor present.
- Flexible presentation - Students may be presented with test materials using alternative formats including Braille or large print, mechanical or electronic devices, the intervention of test administrators or proctors for the purposes of understanding directions, prompts, and other test stimuli within the limits of test validity. Signed or oral presentation may be made of items and directions other than reading items. Items, which assess reading, must be read by the student either visually or tactually.
- Flexible responding - Students may use written, signed, or verbal methods of response. Written responses may include use of mechanical and electronic devices. Student responses may be transcribed to the answer sheet without any modification to the student's response.
- Computer-based test accommodations - Students may use accommodated computer-based test forms (i.e., large print, zoom, color contrast, screen reader) as provided.

The determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of the student. Decisions on accommodations shall be made by the IEP committee and recorded on the IEP. Students with disabilities should be oriented to any test situation through test-taking instructions designed to familiarize them with testing format and procedures. Practice tests assist the students in relaxing for the actual assessment. Guidelines recommended for making accommodation decisions include:

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

## EXTENDED SCHOOL YEAR PROCEDURES

The term **Extended School Year (ESY)** means special education and related services that are provided to a student with a disability beyond the normal school year of the public agency. The service offered must be in accordance with the student's IEP and at no cost to the parents or student. These services must be addressed for every ESE student at the annual IEP Review Meeting. The determination of whether or not a student with a disability needs extended school year services, must be made on an individual basis by the student's IEP committee.

ESY services are not needed nor required for all students with disabilities. ESY was designed for those students who would experience "severe regression" at times when school is not normally in session. The following criteria may be used in making ESY eligibility decisions. ESY should be provided if the student meets one or a combination of these criteria:

- A. **Regression/Recoupment** – Without ESY services there is a substantial likelihood of significant regression of critical life skills caused by the school break and a failure to recover those lost skills in a reasonable time following the school break.
- B. **Degree of Progress** – The IEP committee reviews the student's progress towards objectives on critical life skills and determines whether, without ESE services, the student's degree of progress toward those objectives would prevent the student from receiving some benefit from his/her educational program during the regular school year.
- C. **Emerging Skills Breakthrough** – The IEP committee reviews all IEP objectives targeting critical life skills to

determine whether any of those skills are at a breakthrough point. When critical life skills are at this point, the IEP committee determines whether the interruption of instruction on those objectives caused by the school break is likely to prevent the student from receiving some benefit from his/her educational program.

- D. **Interfering Behaviors** – The IEP committee determines whether any interfering behaviors (stereotypic, ritualistic, aggressive, self-injurious, etc.) targeted by the IEP objectives have prevented the student from receiving benefit from his/her educational program during the previous school year. The committee will then determine whether interruption of instruction (school break) on those objectives will prevent the student from receiving some benefit from his/her educational program during the next school year.
- E. **Nature/Severity of Disability** – The IEP committee determines whether, without services offered during ESY, the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.

If a student is recommended for ESY, the ESE teacher will send home a copy of the **Parent Notification of Extended School Year** form (CI-EP-131) after the 3<sup>rd</sup> nine weeks and before the mid-term of the 4<sup>th</sup> nine weeks. Parent signed notification letters are to be sent to the ESE district office and attached to the district copy of the IEP. If the form is not returned, the teacher will:

- Send home a second notice (copy of 1<sup>st</sup> notice sent home)
- If form is returned signed by the parent, the teacher will send it to the ESE district office.
- If second notice is not returned, the ESE teacher is to attempt to contact the parents by phone.
- If the teacher is still unable to reach the parent, the teacher will send the original copy (with documentation written on it) to the ESE district office.

Remember to document all attempts to contact parent on the original copy.

#### What ESY is NOT

Because services offered during ESY are uniquely designed to meet the individual needs of a student with disabilities, it is necessary to emphasize that those services are:

- **Not** a mandated twelve (12) month service for all students with disabilities;
- **Not** a child care program;
- **Not** a provider of respite care;
- **Not** necessarily a continuation of the total individual educational program provided a student with disabilities during the regular school year;
- **Not** required to be provided all day, every day, or each day during the year;
- **Not** an automatic program provision from year to year;
- **Not** intended to teach new skills, or to increase progress on instructional objectives;
- **Not** a service available to broad categories of students. Services must be based on individual need;
- **Not** a service to be provided to minimize each student's potential; and
- **Not** subject to the same Least Restrictive Environment considerations that apply during the regular school year.