



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

FACT SHEET: What is the difference between Compensatory Education and Extended School Year?

It is important to remember that special education and related services support the student's involvement and participation in general education. Therefore, decisions made regarding the provision of general education will directly impact how compensatory education is determined. Compensatory Education discussions shouldn't really happen in earnest until school reopens. Once normal school operations resume, each IEP team should plan to make an individualized determination regarding whether compensatory education and services may be needed for a student.

Compensatory Education are services that are provided to "compensate" for services that were not provided to the student with a disability in order to receive a free and appropriate public education (FAPE) as compared to his/her general education peers. Compensatory Education is generally defined as educational services beyond what is normally due to students. It requires an individualized approach to address the student's needs.

Compensatory Education determination is completed separately from determination for Extended School Year.

The purpose of Extended School Year services is to address the maintenance of previously learning skills, not to teach new skills. Extended School Year (ESY) is the only time the IDEA mandates educational services be provided beyond the time that other students with or without disabilities normally would not be served. As part of the IEP process, the IEP team must determine if a student requires Extended School Year services in order to receive FAPE.

If schools go to soft openings, does the priority to serve students go to those with disabilities?

Not necessarily. Determination must be made on an individual basis with consideration being given to vulnerable populations and whether services were successfully provided through distance learning.