

- ESY services are not synonymous with summer school. It may be necessary to consider a range of service options in order to support the students' ESY needs.
- Case managers and teachers should be gathering documentation throughout the school year to assess possible concerns that may be addressed through ESY services in order for the student to receive a free and appropriate education.
- ESY services may be part of the annual IEP or written as an addendum if the annual IEP has already taken place. The IEP will include the rationale for ESY services, the specific goals and objectives, and the nature and duration of the services. In addition to all required components of an IEP, the following should be added regarding ESY services:
 - The description of the student's present levels of educational performance, including a description of those identified areas of potential severe regression, or any of the factors, alone or in combination, that can trigger a need for ESY and that need to be addressed during the extended school year period.
 - Goals and objectives for the extended school year period must be written to maintain the areas of potential severe regression, or other identified factors, identified in the student's present levels of educational performance. The review date for these goals must be the last day that the student will receive ESY services. Teachers should inform parents that they will receive a progress report at the end of the ESY services.
 - ESY service(s) should be listed. The frequency, setting and duration for ESY service(s) must be included.

Lack of Resolution

There may be times when the IEP team is unable to reach a resolution regarding a student's ESY services. When resolution is not reached, standard procedures for a lack of resolution should be followed.

FAIRFAX COUNTY PUBLIC SCHOOLS



FAIRFAX, VIRGINIA

Extended School Year (ESY) Services

Extended school year (ESY) services were established by a history of litigation that supports all children's rights to a free and appropriate public education. For some children with special needs, ESY services may extend beyond the traditional 180-day school year. Any student receiving special education services can be considered for extended school year services.

ESY services are provided when regression during extended breaks from school is so severe that a student is unable to recoup the losses in a reasonable period of time and/or the student would be unable to attain the planned educational goals. ESY services are also appropriate when the areas of learning are crucial to the attainment of self-sufficiency and independence for the student. Additionally, ESY services are provided when without these services, the student's degree or rate of progress will prevent the student from receiving benefit from his/her educational placement during the regular school year.

Services may be delivered through a variety of settings and methods, which might include classroom instruction, tutorial services, a home follow-through program and/or consultative/supervisory support. It is the responsibility of the individualized education program (IEP) team to determine the need for extended school year services, to develop appropriate goals and objectives, and to identify the nature and duration of the service.

Parents, please note:

For ESY services to be delivered through summer school, parents of student receiving ESY services MUST register using summer school registration forms and procedures.

For more information call or email:
The Parent Resource Center
703-204-3941
TTY: 703-204-3941
mgoldberg@fcps.edu

School staff members who need more information should call their pyramid resource specialist or the Coordinator of Summer School Services: 703-246-7778

POINTS TO CONSIDER WHEN PLANNING FOR EXTENDED SCHOOL YEAR SERVICES

- ESY services should be considered when the student might need additional services to receive a free and appropriate public education.
- IEP teams must consider extended school year services; an ESY brochure is to be presented to the parents by school staff members at each annual IEP meeting.
- Parents or staff may initiate a discussion about extended school year services. School staff members must initiate such a discussion at a scheduled IEP meeting when it appears the student may need these services.
- The IEP committee makes the decision as to whether extended school year services are appropriate for a child, based on evaluation data, which may include the following types of information:
 - historical data
 - student work samples
 - review of current and previous IEPs
 - behavior logs
 - documented regression and recoupment time
 - parent interviews
 - documented clinical evidence
 - attendance information
 - classroom observation
 - other objective evidence
 - progress notes
 - expert opinions
 - standardized tests
- Decisions must not be postponed until after the summer to gather regression or recoupment data. The decision about the upcoming summer should be made based on the best evaluation information currently available, including information collected throughout the year and not limited to regression or recoupment data.
- ESY services might not include all the goals, services, or objectives that were addressed during the regular school year. The IEP team should consider only those services or skills that are crucial to the attainment of self-sufficiency and independence, and/or those skills that may be affected by regression so severe that the student will be unable to attain the planned educational goals and/or recoup the losses in a reasonable period of time.
- Related services must be offered during the extended school year if they are required for the student to benefit from his or her special education program. The related services provision must be determined in collaboration with the related service provider e.g., physical therapist, occupational therapist, speech clinician who is assigned to the student.