

## Extended School Year Services

### What Extended School Year Services (ESY) is:

Extended school year (ESY) refers to special education and/or related services provided beyond the normal school year of a public agency for the purpose of providing a free, appropriate public education (FAPE) to a student with a disability in accordance with the child's IEP at no cost to the family.

### When to Discuss ESY:

- The IEP team must discuss ESY services at an initial IEP meeting and at every annual IEP meeting.
- ESY services may also be discussed through an addendum to the annual IEP if necessary.
- School staff, parent, and/or student may request an IEP meeting at any time to discuss ESY services.

### Who May Receive ESY:

- Any child receiving special education services may receive ESY if the IEP team determines ESY services are necessary so that the student receives FAPE.

### Factors to Consider:

- Regression/Recoupment – The IEP team determines whether without these services, there is a likelihood of substantial regression of critical life skills caused by a school break and a failure to recover those lost skills in a reasonable time following the school break (e.g., six to eight weeks after summer break).
- Degree of Progress – The IEP team reviews the student's progress toward the IEP's goals on critical life skills and determines whether, without these services, the student's degree or rate of progress toward those goals or objectives will prevent the student from receiving benefit for his/her educational placement during the regular school year.
- Emerging Skills/ Breakthrough Opportunities – The IEP team reviews all IEP goals targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP team needs to determine whether the interruption in services and instruction on those goals or objectives during the school break is likely to prevent the student from receiving benefit from his/her educational program during the regular school year without these services.
- Interfering Behaviors – The IEP team determines whether without ESY services any interfering behavior(s) such as ritualistic, aggressive, or self-injurious behavior(s) targeted by the IEP goals have prevented the student from receiving benefit from his/her educational program during the school year. The team also determines whether the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving benefit from his/her educational programming during the next school year.
- Nature and/or Severity of the Disability – The IEP team determines whether, without ESY services, 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.
- Special Circumstances or Other Factors – The IEP team determines whether, without ESY services, there are any special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year.

### Where ESY Services May Be Delivered:

Services may be delivered through a variety of settings and methods, examples of which might include: classroom instruction, parent guided home program with progress periodically monitored by the teacher, and/or consultative/supervisory support. ESY services could be provided in combination with existing summer school programs if such programs are available and are appropriate for the individual student.

### Summary:

ESY services are uniquely designed to provide FAPE to certain students with disabilities. Therefore it is necessary to emphasize that these services:

- Are available to any student with a disability if required to ensure that the student is provided FAPE.
- Must ensure that the individual needs of the student are addressed and that the services are provided based on those needs. IEP teams should identify the specific goal(s) and/or objective(s) from the current IEP that require services since all goals may not be affected.
- May not contain all goals and objectives provided during the course of the IEP in place during school year.
- Must be discussed at each annual IEP meeting.
- Vary in type, duration, and amount in order to meet the unique needs of the student.