

## EXTENDED SCHOOL YEAR (ESY) 101

- 1. WHAT ARE ESY SERVICES?** ESY REFERS TO SPECIAL EDUCATION AND/OR RELATED SERVICES PROVIDED BEYOND THE NORMAL SCHOOL YEAR FOR THE PURPOSE OF PROVIDING A **FAPE** TO A STUDENT WITH A DISABILITY. THE PURPOSE OF **ESY** IS DIFFERENT FROM THE PURPOSE OF ENRICHMENT PROGRAMS, SUMMER SCHOOL PROGRAMS OFFERED TO ALL STUDENT, OR COMPENSATORY EDUCATION PROGRAMS, AND ARE NOT SIMPLY AN EXTENSION OF THE REGULAR SCHOOL YEAR. **ESY** SERVICES ARE OFFERED AT NO COST TO PARENTS AND WILL VARY BY TYPE, LOCATION, AND LENGTH OF TIME, DEPENDING ON THE INDIVIDUAL NEEDS OF THE STUDENT. THE PURPOSE OF **ESY** SERVICES IS TO MAINTAIN SKILLS, NOT TO DEVELOP NEW ONES.
- 2. ESY SERVICES ARE NOT:**

FOR TEACHING SKILLS;	REQUIRED TO BE PROVIDED ALL DAY OR EVERY DAY;
BASED ON THE CATEGORY OF STUDENT'S DISABILITY;	AN AUTOMATIC PROVISION FROM YEAR TO YEAR;
MANDATED FOR ALL STUDENTS WITH DISABILITIES;	REQUIRED TO BE PROVIDED IN A TRADITIONAL CLASSROOM SETTING;
REQUIRED 12-MONTH PROGRAMS;	A SERVICE TO BE PROVIDED TO MAXIMIZE EACH STUDENT'S POTENTIAL;
CHILD CARE SERVICES;	FOR CREDIT RECOVERY; AND
NECESSARILY A CONTINUATION OF THE TOTAL IEP;	A REPLACEMENT FOR LACK OF ATTENDANCE.
PROVIDED TO A STUDENT WITH A DISABILITY DURING THE REGULAR SCHOOL YEAR;	
- 3. HOW DOES THE IEP TEAM BEGIN ITS CONSIDERATION OF THE POSSIBLE NEED FOR ESY SERVICES?** STEP 1 OF THE IEP TEAM'S ESY CONSIDERATION PROCESS IS TO IDENTIFY IF THERE ARE ANY CURRENT GOAL AREAS OF CONCERN. THIS IS DONE BY ASKING THE QUESTION: IS THERE A SIGNIFICANT CONCERN THAT THE BREAK IN SERVICES WILL CREATE A BARRIER TO ACHIEVING ESSENTIAL SKILLS THAT ARE TARGETED IN ONE OR MORE IEP GOALS?
- 4. WHO IS ELIGIBLE FOR ESY SERVICES?** ANY STUDENT WITH AN **IEP** IS ELIGIBLE FOR THE CONSIDERATION OF **ESY** SERVICES IF ESY IS ESSENTIAL TO PROVIDE **FAPE**. EACH STUDENT HAS HIS OR HER OWN INDIVIDUAL EDUCATIONAL NEEDS. THEREFORE, **ESY** SERVICES WILL ACCOMPLISH DIFFERENT PURPOSES FOR DIFFERENT STUDENTS. SOME STUDENTS MAY SUFFER LOSSES OF SOCIAL BEHAVIORAL, COMMUNICATION, ACADEMIC, SELF-SUFFICIENCY OR OTHER SKILLS DURING INTERRUPTIONS IN ACADEMIC YEAR INSTRUCTION.
- 5. THE IEP TEAM DETERMINES THE NEED FOR ESY SERVICES:** (DATA/INFORMATION REVIEW). USES A VARIETY OF INFORMATION, ONGOING ASSESSMENT, INFORMAL AND FORMAL METHODS.  
**EXAMPLES OF DATA THAT MAY BE USED:**

DAILY ACADEMIC OR BEHAVIORAL PERFORMANCE RECORDS;	PARENT INPUT;
CRITERION-REFERENCED AND NORM-REFERENCES TEST DATA;	THERAPY LOGS;
ANECDOTAL RECORDS FROM INFORMATION COLLECTED THROUGHOUT THE YEAR;	POINT SHEETS;
BEHAVIORAL CHECKLISTS;	FREQUENCY CHARTS;
STUDENT WORK SAMPLES;	THE STUDENT'S PRIOR EXPERIENCE WITH REGRESSION/RECOUPMENT; AND
IEP PROGRESS REPORTS;	OTHER PREDICTIVE INFORMATION.
EXPERT OPINION;	
- 6. A GUIDELINE FOR ESTABLISHING SEVERE RECOUPMENT IS NINE WEEKS, BUT THIS IS NOT A HARD AND FAST RULE.**
- 7. THE CRITICAL QUESTION FOR THE IEP TEAM IS NOT WHETHER THE STUDENT CAN BENEFIT FROM ESY, BUT RATHER WHETHER ESY IS ESSENTIAL FOR PROVIDING FAPE.**