

## **Extended School Year Services (ESY)**

### *An Overview*

For some students, the provision of free appropriate public education means extending instruction and related services beyond the typical school year. An extended school year program must be provided for any student with disabilities who is eligible for such services, and the determination of eligibility to provide such services is made annually by the IEP committee. Preparation for the determination must begin early in the school year in order to carefully collect the data that will be needed in order to make an accurate determination. Teachers should collect data relating to specific skills and behaviors that have been identified on the current IEP, just as they would to determine if appropriate progress is being made during the school year. The decision of whether or not a child is eligible is determined by a student's ability to maintain learned skills identified on the IEP during the typical school year.

While all students regress or lose some skills during a break, some children with disabilities experience a loss of skills or regression that is so great, it takes a significant length of time during the next school period to regain or recoup those skills. Additionally, the individual needs of some students might require services, which are shorter or longer than the typical school day. With the tenth circuit court decision, criteria for determining regression/recoupment was expanded to include a variety of other predictive factors that must be considered in determining ESY.

As in a more traditional service delivery model, services should be considered on an individual basis. It is important to develop the ESY document so that it clearly defines, and everyone understands the nature and intensity of the services to be provided.