



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



AUTISM TOOL KIT
LIFE FIRST

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34 CFR § 300.106
Extended school year services

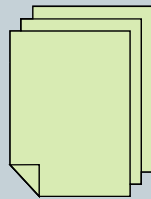


- **Extended school year (ESY) services** are defined as special education and related services which are available to children with disabilities beyond the regular instructional year as a necessary part of a FAPE required by the IDEA.



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- **Each LEA is responsible** for establishing an ESY policy and to provide ESY special education and related services to children with disabilities whose IEP team has determined ESY necessary for the child.



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- Special education and related services must be provided through an ESY program when determined by the IEP team that a child has regressed, or is predicted to regress.
- The regression must indicate a severe degree of regression in a critical skill area that recovery of such skill loss following the break in programming is unlikely or would require an unusually long period of time to recoup skills obtained.

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- Other factors to be considered in determining the need for ESY services include, but are not limited to:
 - the degree of the child's disability,
 - the parents' ability to provide education in the home,
 - the child's rate of progress,
 - the child's needs for interaction with nondisabled peers,
 - vocational training,
 - and whether the requested services are an integral part of a program for children with similar disabilities.
 - amount, or duration of those services.

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- **ESY** for special education and related services summer programs is not to be confused with "optional extended school year" programs.
- **Determination of need** for ESY services must be made on an individual basis and addressed appropriately on the IEP.

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- An LEA may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.



- ESY for special education and related services summer programs is not to be confused with “optional extended school year” programs offered by school districts under Oklahoma State law (70 O.S. § 1-109.1).

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- Teams may utilize the ESY technical assistance document provided by the OSDE-SES, which is located on the Web site.



- Each IEP must include a copy of the ESY Checklist (OSDE Form 16) and other relevant documentation.

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- Local and State **policies and procedures** for ESY must be followed.
- ESY services, which are beyond the school day, may be provided during, but are not limited to, the following times:
 - **in the evening after school, on weekends, during holiday**
 - **breaks, and during the summer.**




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ESY services for preschool aged children are to be determined by the child's IEP team.

- If a child will be transitioning from services under Part C, EI, the child's third birthday occurs in the spring or summer, and the child has been determined to be eligible for the IDEA Part B services, the IEP team will determine whether ESY services are necessary based on all pertinent data, including background information, current evaluations, and information provided by SoonerStart.



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- Each LEA must, as part of the *Part I, LEA Implementation Agreement for Special Education in Oklahoma*, assure that it will establish an *ESY policy* and provide *ESY services*.

- The LEA must provide the *ESY policy* to the OSDE-SES upon request.

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- **Extended School Year (ESY)**
 - Document if ESY is
 - **Necessary**
 - Teams must develop ESY plan; and
 - Teams must utilize the ESY Checklist provided in the OSDE-SES ESY Technical Assistance document.
 - **Not needed**
 - Teams must utilize the ESY Checklist provided in the OSDE-SES ESY Technical Assistance document.
 - No other documentation is needed.
 - **Requires additional data to consider**
 - Address when team will reconvene.

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Extended school year (ESY) services are services provided beyond the regular school year that are necessary in order for a student to make ongoing educational progress during the school year. These services must be individually designed to meet specific objectives included in a student's individualized education program (IEP) and are part of what constitutes a free appropriate public education for the student who receives them. Extended School Year services are not simply an extension of time in school, an automatic summer school placement, or a summer enrichment program.

Examples:

A seventeen-year-old student with mental retardation has almost learned to count money and will likely regress and have to learn this skill over again in the fall. This student is provided an ESY program that includes daily practice in the educational setting, and is followed with community outings to practice the skill learned. The student is provided opportunities to make small purchases and pay for them. The outings also provide opportunities for this student to practice social interactions.

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A ten-year-old student with autism has met a social/behavioral objective on his IEP designed to reduce the frequency of self injurious behavior and is likely to resume that behavior at the previous level unless he receives extended school year services to enable him to maintain his behavior. This youth is provided an ESY program that is designed to provide ongoing practice and reinforcement of the appropriate behavior.

A twelve-year-old student with cerebral palsy who has just learned to activate an augmentative communication device to answer basic questions will not retain this skill unless it is practiced consistently in a structured setting. This child is provided ESY services that provide ongoing development of the skill developed.

OSDE Contact Information



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