

# Empowering Parents as Partners



## Working Together through the IEP Process:

### Extended School Year Services (ESY)

January  
2025

# Today's Goals

- 1. Define Extended School Year Services**
- 2. Explain the IEP Process for ESY eligibility discussions**
- 3. Identify parent participation in the ESY eligibility process**

# ESY: Defined

**2,008**

**The number of students in grades K through 12 that attended ESY during the summer of 2024**

# ESY: Defined

ESY services are necessary to provide a free appropriate public education (FAPE) when the benefits a student with a disability gains during the regular school year will be significantly jeopardized if he or she is not provided an educational program during the summer months in order to gain some educational benefit from the next school year.

# ESY: Defined

## What does **Significantly Jeopardized** mean?

Significantly Jeopardized definition: “at important risk for loss”

## What does **Significantly Jeopardized** mean when applied to **ESY**?

Will the benefits that the student receives from his/her educational program during the regular school year be **significantly jeopardized** if the student is not provided ESY?

*Does the team anticipate that at the end of the 1st quarter the following school year the IEP will be marked as “not making sufficient progress” if the student is not provided ESY?*

## Significantly Jeopardized

May include but not limited to:

- Feeding
- Mobility
- Communication
- Dressing
- Self-help
- Social- Emotional
- Academic Areas

### Considerations for the IEP team:

- Student Age
- Application of skill required across a number of current and future environments
- If the student does not perform the skill, will someone else have to do this for him or her?

# ESY: Defined

## IS

- Considered for every student with an IEP
- Determined annually
- Based on individual needs from year to year
- At no cost to the family
- Intended for maintenance of skills

## IS NOT

- Guaranteed every year
- Automatically provided because of a specific disability/current placement
- The full summer from the last day of school until the beginning of the next school year
- Intended to accelerate progress/learning

# ESY: Process

1. The Extended School Year Services (ESY) eligibility discussion must happen within an IEP meeting.
2. It can be a stand alone purpose for an IEP meeting or take place as part of an annual review.
3. The discussion of ESY should be included in the meeting purpose found on the Notice of an IEP meeting that is sent home.



# ESY: Process

IEP ESY Page: Guides the IEP team discussion around current and active IEP's data to determine eligibility

1. **Does student have an IEP?**
2. **Does the student's IEP contain goals and objectives for critical life skills?**
3.
  - A. Could there be regression without ESY services?
  - B. Does the degree of progress warrant ESY services?
  - C. Are there emerging/breakthrough skills?
  - D. Are there interfering behaviors connected to critical life skills?
  - E. Are there special circumstances?
4. After considering all of the above questions, will the benefits that the student receives from the educational program during the regular school year **be significantly jeopardized** if the the student is not provided ESY?

## Parent Question

What data is being used to answer these questions?

# ESY: Process

## Once the IEP team identifies a student requires ESY services, the IEP team will:

1. Identify Critical Life Skill goals area(s) and corresponding objectives(s) for ESY services.
2. Identify Service hours needed during ESY to address the identified ESY goals/objectives.
3. Determine LRE service option for ESY to best meet critical life skill goal/objectives.
4. Accept or reject services.
5. Complete ESY paperwork - please make sure that any summer contact information updates are shared with the team to ensure ESY teams are aware of expected changes for emergency contacts and/or transportation

*\*Some students require services different from/in addition to general ESY Programming. This is determined at the ESY IEP team meeting on a case by case basis.. Data is needed to support this determination.*

# ESY: Process

## Parent Participation and Questions to ask during the process:

- Provide input into which goals/objectives are critical.
- How long each day is it reasonable for my child to work on each goal/objective?
- What ESY program/options best meet my child's needs?
- Does my child also qualify for related services for ESY?

# ESY: Process

## ESY Programming: Continuum of Services

RECC

Students aged 3-5

Students are currently enrolled in their RECC programming during the year.

Academic  
Intervention ESY

Students currently  
in K through 7th  
grades

Students participate  
with peers with a  
balance of In & out of  
general education  
services.

SOAR  
Social Opportunities &  
Relationships

Students currently  
in K through 7th  
grades

Students with  
identified critical life  
skills focused on  
social skills. Students  
will participate with  
peers.

High School ESY

Students currently  
in 8th through 12th  
grades

Students participate  
with peers with a  
balance of In & out of  
general education  
services.

# ESY: Process

## ESY Programming: Continuum of Services

Academic Life  
Skills

Students currently  
in regional ALS  
programs.

Primary/Upper  
Learner

Students currently  
participating, or  
identified to be  
participating in the  
upcoming school  
year.

Regional Program  
for Emotional  
Disabilities

Students currently  
in elementary or  
middle school  
regional programs  
during the school  
year.

Cedar Lane -or-  
Homewood  
School

Students currently  
enrolled within  
these school  
programs, or  
students that will  
be transitioning to  
these programs.

# ESY: Process

## ESY 2025 General Information

**Program Dates:** Monday, June 30, 2025 - Friday, July 25, 2025

*There will be no school on Friday, July 4, 2025*

### **Student Times by Level:**

**RECC Programs:** 9:30 a.m. - 1:00 p.m. (4 days/week)

**Elementary Programs:** 9:30 a.m. - 1:00 p.m. (5 days/week)

**Middle Programs:** 8:30 a.m. - 12:00 p.m. (5 days/week)

**High, Cedar Lane & Homewood Programs:**

8:00 a.m. - 11:30 a.m.(5 days/week)

# ESY: Parent Participation

Parents are an important members of the IEP team. Parent observations, questions and input help teams identify the best plan for our students.

On the next slide we will discuss opportunities for parents and guardians to provide feedback to help the ESY eligibility discussions.

# ESY: Parent Participation

## Parent Reflections & Summer Family Specific Information

1. How do weekends and extended school breaks impact the learning and routines of my child?
2. Do I have family plans (vacations, family commitments, camps, activities, work) for the summer that may impact ESY services programming?
3. Pick up/drop off location if different than the regular school year.
4. Health information (food allergies, medication, etc.) pertinent to the ESY setting.



# ESY: Parent Participation

## Common Questions to Consider

- What can I do if I disagree with the ESY decision?
- How will transportation be provided?
- What goals/objectives will be worked on?
- How/when will I receive ESY data?
- What program/where will my child attend ESY?
- Who is the ESY lead/administrator at my child's program site?
- What are the hours of the ESY program?
- How will I know where/what time the bus will come for ESY?
- Will my child's communication device/materials go with him/her?
- Will the gap between the end of ESY and the start of the school year significantly jeopardize educational benefit?
- How did my child do within the first month of school in the school year following ESY? Do we need an interim IEP meeting to discuss progress in the end of September?
- Are there additional community resources that I can look into for my child?

# Questions



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