

Empowering Parents as Partners

Working together through the IEP Process

Extended School Year Services (ESY)



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1. Define Extended School Year Services (ESY)
2. Explain the IEP process for qualification for ESY services
3. Identify parent participation before, during, and after the ESY qualification process





**The purpose
of
Extended School
Year Services
(ESY)**



1195

The number of K-12 students that attended ESY during the summer of 2020





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 with an educational program during the summer months in order to gain **some educational benefit** from the next school year.







Significantly Jeopardized

“at important risk for loss”

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?





May include, but not limited to:

Feeding, mobility, communication, dressing, self-help, social/emotional written language, reading, and math

CONSIDERATIONS:

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

ESY



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
- The full summer from the last day of school until the beginning of the next school year
- Intended to accelerate progress/learning



ESY PROCESS

- Purpose on IEP Meeting Notice
- Annual review or
- Separate meeting



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?

Parent Questions:

What data are we using to answer the questions?



ESY PROCESS

- Purpose on IEP Notice
- Annual review
- Separate meeting



4. Determine Critical Life Skill goals/objectives for ESY services.
5. Determine Service hours needed to address goals/objectives.
6. Determine program to best meet critical life skill goal/objectives.
7. Accept or reject services.
8. Complete ESY paperwork (health, 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.*

Parent Questions/Comments:

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 PROGRAMS



RECC for students ages 3-5 participating in these programs during the school year.

Academic Intervention/ESY for elementary, middle and some high school students at various locations. Participate with peers.

SOAR (Social Opportunities and Relationships) for rising 1-9 graders with identified critical skills in social skills. Participate with peers.

Academic Life Skills for elementary, middle, and high school students in local and regional ALS programs during the school year.

Regional Programs for Emotional Disabilities for elementary and middle school students who participate in these programs during the school year.

Primary/Upper Learner for students who participated or will be participating in these programs during the school year.

Work Study for high school students who have identified critical life skills in this area that meet the criteria for ESY services.



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ESY 2021



Dates (tentative)

July 6 - July 30
RECC July 6 - 29

Services Format (TBD)

Face to Face
Hybrid/Dual Program
Virtual

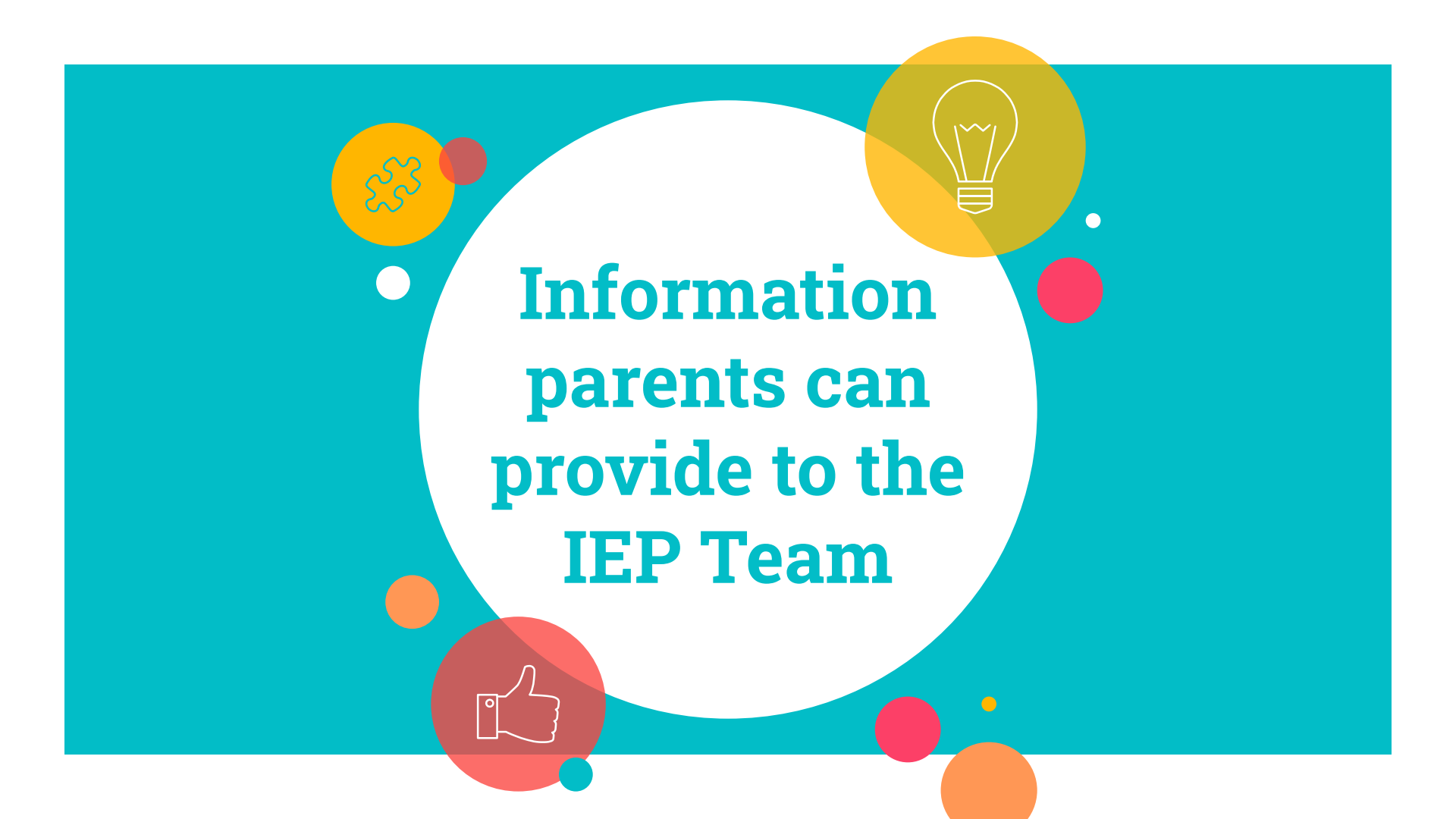
Hold ESY Meetings

January 4 - April 14

Days/Times TBD

Sites TBD



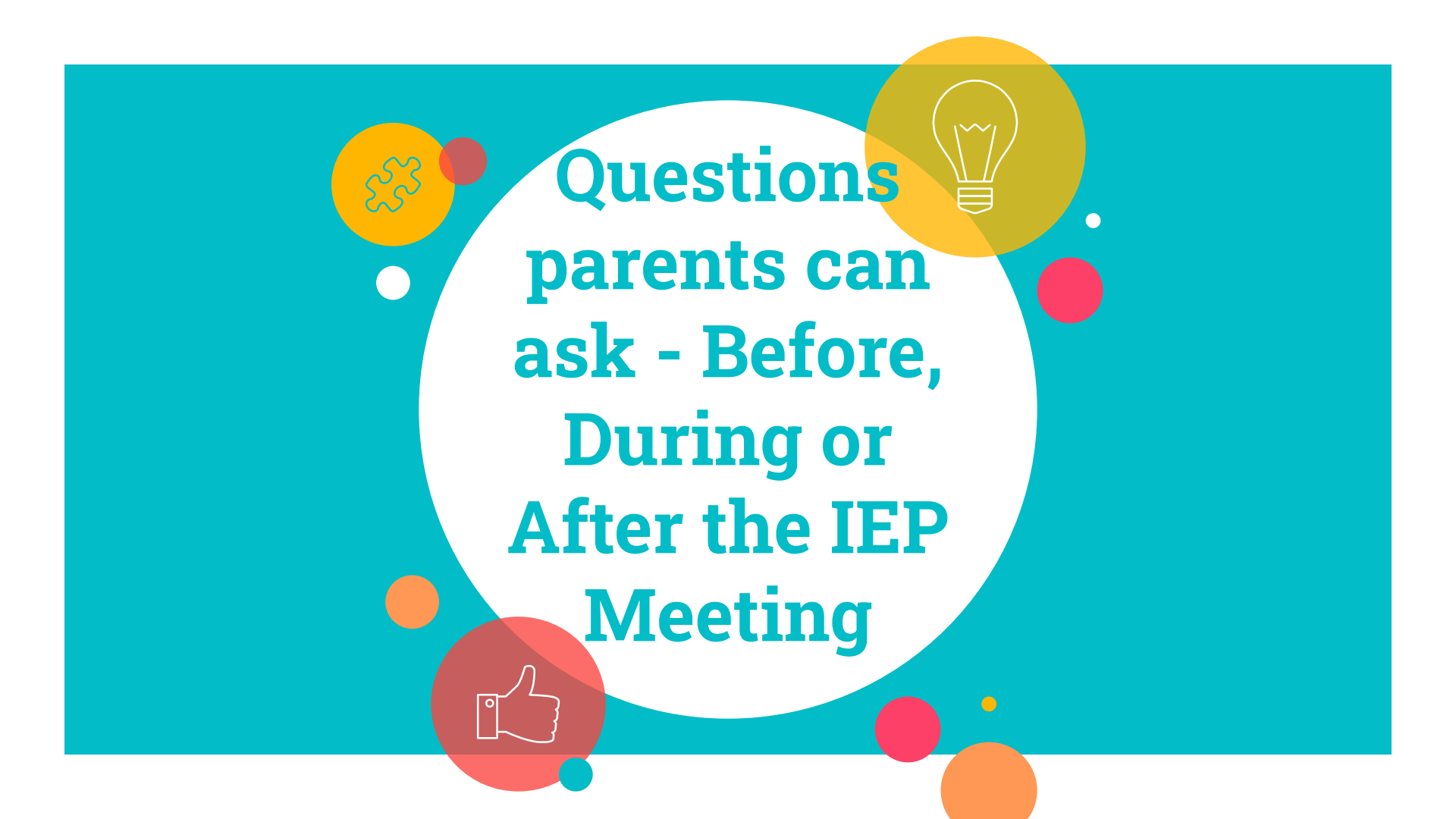


**Information
parents can
provide to the
IEP Team**



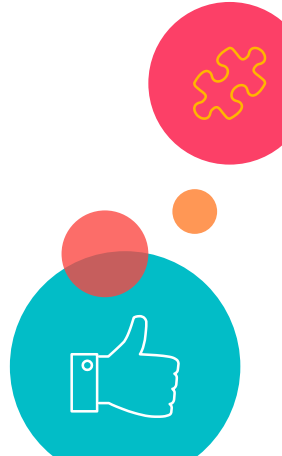
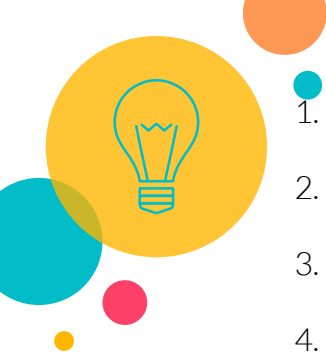
1. How do weekends and extended school breaks impact the learning and routines of my child?
2. Do I have family plans (vacations, family commitments, camps, activities, work) for the summer that may impact ESY services programming?
3. Pick up/drop off location if different than the regular school year.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





**Questions
parents can
ask - Before,
During or
After the IEP
Meeting**

1. What are the dates of ESY?
2. What can I do if I disagree with the ESY decision?
3. How will transportation be provided?
4. What goals/objectives will be worked on?
5. How/when will I receive ESY data?
6. What program/where will my child attend ESY?
7. Who is the ESY lead/administrator at my child's program site?
8. What are the hours of the ESY program?
9. How will I know where/what time the bus will come for ESY?
10. Will my child's communication device/materials go with him/her?
11. Will the gap between the end of ESY and the start of the school year significantly jeopardize educational benefit?
12. 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?



A white line-art icon of a lit lightbulb is centered within a red circular background. This circle is part of a cluster of overlapping circles in red, orange, and teal colors in the top-left corner of the slide.

Thanks!

Any questions?

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