

EXTENDED SCHOOL YEAR SERVICES OVERVIEW

Student Support Department
Olympia School District #111
1113 Legion Way S.E.
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State Law Pertaining to Extended School Year Services

- (1) Extended school year services means services meeting state standards that are provided to a student eligible for special education consistent with (5), (6), Least Restrictive Environment and Highly Qualified;
 - (a) beyond the normal school year;
 - (b) in accordance with the student's IEP; and
 - (c) are provided at no cost to the parents of the student.
- (2) School districts must ensure that extended school year services are available when necessary to provide FAPE to a student eligible for special education services.
- (3) Extended school year services must be provided only if the student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.
- (4) A school district may not: limit extended school year services to particular categories of disability or unilaterally limit the type, amount or duration of those services.
- (5) The purpose of extended school year services is the maintenance of the student's learning skills or behavior, not the teaching of new skills or behaviors.
- (6) School districts must develop criteria for determining the need for extended school year services that include regression and recoupment time based

on documented evidence or if there is not documented evidence, on the determinations of the IEP team, based on the professional judgment of the team and consideration of factors including the nature and severity of the student's disability, rate of progress, and emerging skills.

- (7) For the purposes of subsection (5):
 - (a) Regression means significant loss of skills or behaviors if educational services are interrupted in any area specified in the IEP;
 - (b) Recoupment means the recovery of skills or behaviors to a level demonstrated before interruption of services specified in the IEP.

What are ESY Services?

- To maintain or minimize the loss of current skills.
- To target goals/objectives taught during the current school year.

What ESY Services Are Not:

- Because student has had ESY services previously.
- Provided because a student "might" regress.
- To supplement an already appropriate IEP for additional gains.
- To provide activities, daycare or structure during the summer.
- To provide continued school or practice.
- To make up for absences incurred during vacation, suspension or expulsion.

For Further Information, Please Contact:

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Who decides ESY services?

Extended school year services are determined by the student's IEP team, after a careful review of data which supports criteria of either regression/recoupment, failure to progress or exceptional circumstances.

What does regression/recoupment mean?

Students often lose skills during regular breaks from school, including summer. Most students take six (6) to nine (9) weeks to recover those skills. ESY may be considered when data (pre-/post-school breaks) document regression which results in an unacceptable length of time to regain those lost skills (recoupment) beyond the length of the school break.

What does failure to progress mean?

ESY may be considered when student is not making progress on critical life goals/objectives despite changes to interventions, strategies, objectives, methods, materials, placement, and/or time AND that without those services the student will be prevented from receiving benefit from his/her educational placement during the regular school year.

What are exceptional circumstances?

There are two areas which are considered exceptional circumstances.

1. An emerging skill or breakthrough in learning.
2. Interfering behaviors.

An ***emerging skill or breakthrough opportunity*** is when a student is just beginning to show progress on a critical life skill which will need

ESY services to stabilize. Examples of such a skill might include beginning to speak, walk, or use Braille.

Interfering behavior refers to behavior(s) which interfere with the child's ability to gain benefit from his or her education, such as aggressive or self-injurious behaviors which are targeted by IEP goals.

Other factors which should be considered when examining the criteria to meet the above listed situations include:

- The nature and severity of the student's disability.
- Interfering behaviors.
- The ability of the student to interact with non-disabled peers.
- The student's vocational needs.
- The ability of the child's parents to provide educational structure at home.

What do ESY services look like?

Extended school year services must be provided by qualified personnel. In addition, ESY progress should be reported to the student's IEP case manager for the upcoming school year. Examples of services may include:

- Materials sent home with student with progress monitored periodically by the teacher;
- Home-based programs;
- Grouping students with similar goals;
- School-based programs;
- One on one, direct services.