

## VII. Extended School Year (ESY)

Extended School Year (ESY) must be provided to students identified as disabled under IDEA if they have a current IEP and if they would be denied FAPE if ESY were not provided.

To determine whether or not a student would be denied FAPE, consider each of the following factors:

1. ***regression of skills***  
Will the student's skill regress so much during the summer that the current skill level (in May) could not be recouped by the end of the first nine weeks of the next school year? Student skill levels should be assessed before and after winter and spring breaks to make this determination. This factor must be considered for students with "mild to moderate" disabilities.
2. ***indefinite or permanent nature of student's disability***  
Students with severe autism or others requiring daily applied behavior analysis at home and at school may require ESY.
3. ***severity of disability***  
Students whose disabilities are so severe that little or no progress is made throughout an IEP year may require ESY. This factor should be considered for students with "severe" levels of scores.
4. ***need for related services***  
Related services are provided through ESY only when one of the following conditions exist:
  - a) regression of skills (see #1 above), or
  - b) skill level of the student has not reached a functional level.
5. ***unavailability of services***  
If the school district failed to provide a service during the regular school term, the student is entitled to that service in ESY. The student, however, is not entitled to ESY if the parent removed the child from a special education service.

**Note:**

*If one of the above factors exists, the student is eligible for ESY. The student must "qualify" for each service received in ESY.*

## ***ESY Exclusions***

Qualification for ESY will **never** be based on any of the following factors:

1. The student has had extensive absences (If absences are due to medical reasons, services are provided during the absences);
2. Goals and/or objectives in the current IEP have not been met;
3. Parents voluntarily removed a child from services;
4. The student is not prepared for the next grade level;
5. The student's skill in a curricular area is below grade level;
6. The student is referred for "remedial" summer classes;
7. The parents ask for it; or
8. The parents are not able to pay for regular summer school.\*

In addition, the student's LRE must be considered for ESY determinations. Students who receive support both in the regular classroom and in the resource room would require "special education" - not "inclusion" in ESY.

*\*There are scholarships available for students who want to attend summer school, but are unable to pay the tuition.*