

**PRINCE WILLIAM COUNTY SCHOOLS – OFFICE OF SPECIAL EDUCATION**  
**P.O. BOX 389 MANASSAS, VIRGINIA 20108**  
Extended School Year (ESY) Services

**FACTORS TO CONSIDER WHEN DETERMINING THE NEED FOR ESY SERVICES**

**ESY**

**1. Regression/Recoupment** – The IEP team determines whether without ESY services, there is a likelihood of substantial regression of critical life skills, that the regression is caused by a school break, and that there will be a failure to recover those lost skills in a reasonable (e.g., six to eight weeks after summer break) time following the school break.

Critical life skills are those skills that students require across environments to:

1. Increase independence from caretakers (e.g., toileting, feeding, dressing, personal hygiene, mobility)
2. Increase independence in school or community (e.g., basic communication, social interaction, reading)
3. Decrease or eliminate behaviors that interfere with functioning in the school or community (e.g., aggression, injurious behaviors, impulsivity)

**2. Degree of Progress** – The IEP team reviews the student’s progress toward the IEP’s goals in critical life skills and determines whether, without these services, the student’s degree or rate of progress toward those goals or objectives will prevent the student from receiving benefit for his/her educational placement during the regular school year.

**3. Emerging Skills/Breakthrough Opportunities** – The IEP team reviews all IEP goals targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP team determines whether the interruption in services and instruction on those goals or objectives during the school break is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.

**4. Interfering Behaviors** – The IEP team determines whether, without ESY services, interfering behavior(s) such as ritualistic, aggressive, or self-injurious behavior(s) targeted by the IEP goals have prevented the student from receiving benefit from his/her educational program during the school year. The team also determines whether the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving benefit from his/her educational programming during the next school year.

**5. Nature and/or Severity of the Disability** – The IEP team determines whether, without ESY services, the nature and/or severity of the student’s disability is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.

**6. Special Circumstances or Other Factors** – The IEP team determines whether, without ESY services, there are special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year.

At an Individualized Education Program (IEP) meeting, at least annually, there should be a determination if a student with a disability requires ESY services in order to receive a Free Appropriate Public Education (FAPE). The IEP team should consider all factors in its discussion. All decisions and the basis for the decisions are documented and communicated to the parent (and student, if appropriate). Remember the critical question: Will the benefits a disabled child gains during the regular school year be significantly jeopardized if the child does not receive ESY?

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**Information to Consider When Determining the Need for ESY Services**

Depending on the individual needs of the student, these services will vary in type, intensity, location, inclusion of related services, and length of time. When considering whether ESY is required, the IEP team reflects on the student's present level of performance and each goal in the student's IEP. If the team is concerned about progress on any goal, the team must consider that goal against each of the six ESY factors and whether a student will receive FAPE if ESY services are not provided. If the team determines that the benefits the student gained during the regular school will be significantly jeopardized due to one of the six factors, the student meets the criteria for ESY. The team must document the factor(s) and the supporting evidence in the ESY IEP based on the individual student's needs.

- ESY services should not be granted solely on the basis of the student's failure to achieve one or more of the IEP's goals (or objectives or benchmarks, if required). The determination of what services are necessary must be based on those services needed in order for the student to receive FAPE. Thus, the IEP team must also review and consider the need for any related services including transportation. If related services are necessary for the student to benefit from the special education services provided during the ESY, then they must be provided.
- When the IEP team is determining whether a student needs ESY services, they may use the following types of information:
  - historical data;
  - review of current and previous IEPs;
  - documented regression and recoupment time;
  - documented clinical evidence;
  - classroom observation;
  - progress notes;
  - standardized tests;
  - samples of the student's work;
  - behavior logs;
  - parent interviews;
  - attendance information;
  - other objective evidence; and
  - expert opinions.



ESY services may be delivered through a variety of settings and methods. Examples include the following in isolation or in combination: classroom instruction, instruction delivered in a mutually agreed upon location, and/or consultative/supervisory support. ESY services may be provided in combination with existing summer school programs, if such programs are available and are appropriate for the individual student.

**Terminology Associated with ESY**

- **Regression/recoupment:** The IEP team determines whether, without ESY services, there is a likelihood of substantial regression of critical life skills caused by the school break that would result in the failure to recover those lost skills in a reasonable time following the school break.
  - Regression:* For the purpose of this document, is a substantial loss of any critical life skill. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial.
  - Recoupment (Recovery):* The ability to recover a loss of skills in a reasonable time following a normal school break. Most students with disabilities recoup skills within a reasonable time following the school break. Reasonable recoupment rates vary among individuals based upon individual learning styles and rates. Accordingly, some students with disabilities may require more than six to eight weeks to recuperate.
- **Some benefit:** A student who improves in meeting the IEP goals, as determined by the progress he or she makes toward the goal (or objective or benchmark, if required) in the IEP, has obtained some benefit. The determination of this progress can be shown by, for example, the number of successful trials.
- **Summer school:** In contrast to ESY services, summer school programs are optional and voluntary programs that provide enrichment, remedial and reinforcement activities, or address new skills. Summer school is not required for the provision of FAPE. ESY services could be provided in combination with existing summer school programs if such programs are available and are appropriate for the individual student.