

Extended School Year: Is it right for your child?

What is ESY?

- Special education and related services that considers 6 factors
- Services provided during school breaks for students with disabilities aged 3-22
- Services determined by the IEP team to address prioritized IEP goals in the student's current IEP
- Specially Designed Instruction (SDI) provided in any location, consistent with the student's IEP and least restrictive environment

What ESY is NOT:

- Summer Fun, summer school or credit recovery
- ESY does not require regression and/or recoupment
- Provided because the student got it last year
- Based on a disability category or medical diagnosis
- Provided as childcare or respite
- Compensatory services to make up for services not received during the school year

There are 6 Factors IEP teams must consider annually for ESY eligibility:

Not all factors have to be met, only considered.



Nature of Disabling Condition

Does the nature of the student's disability impact the emergence of a critical skill or keeping a learned critical skill?



Severity of the Disabling Condition

Does the student require consistent education with no big breaks, to make progress on IEP goals?



Areas of Learning Crucial to Self-Sufficiency Goals

Is the student at a crucial stage to master a critical skill to gain self-sufficiency or independence?



The Extent of Regression Caused by Interruptions

If the regression is more than a student without a disability would have, ESY may be warranted.



Rate of Recoupment after a Break in School

Does the student need extensive review to show what they already learned?



Special Circumstances or Other Factors

Extended School Year: Lets Talk About Factors & Special Circumstances

Examples shown are
not all-Inclusive



Nature of Disabling Condition

- Is the disabling condition impacting the learning of critical skills? (self-help, safety, emerging communication, emerging reading, social-emotional, etc.)
- Have there been multiple illnesses or a mental health condition that prevent access to learning?



The Extent of Regression Caused by Interruptions

- Is there data to show the student has significant regression, or impacts to their rate of progress, with breaks in school?
- If no data is available, the IEP team can predict a potential regression based on the students disability and/or needs (team input, parent report, teacher report).



Severity of the Disabling Condition

- Does the student need a consistent & highly structured program without big breaks to learn? (for reading, behavior, self-care, communication, etc.)
- Do the IEP goals/objectives focus on critical skills and/or maintaining those skills?



Rate of Recoupment after a Break in School

- Does it take a lot longer for the student to catch up or re-learn skills or do they need a more extensive review or supports after a break in school?
- Consider social-emotional, behavior and other parts of their program, not only academics.



Areas of Learning Crucial to Self-Sufficiency Goals

- Are there emerging skills or breakthrough opportunities that might be missed with a break in service such as learning to read, social skills, etc.?
- Is the student at a critical stage of mastering a new level of independence?



Special Circumstances or Other Factors

- The IEP team may determine whether, without ESY, other factors will prevent the student from receiving benefits from their program during the regular school year.
- The team should include needed accommodations and programming around prioritized IEP goals.

Source: [HIDOE ESY Guidelines](#)

