



Individualized Education Program (IEP) Team Consideration of the Need for Extended School Year (ESY) Services

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This document explains ESY services and how to determine whether they are needed. A worksheet “Review of Data for Considering ESY Services” is included to assist IEP Teams.

What are ESY Services?

ESY is an entitlement under the *Individuals with Disabilities Education Act* (IDEA) and refers to special education and/or related services provided to eligible students with disabilities beyond the normal academic year for the purpose of providing a free appropriate public education (FAPE). The purpose of ESY is to maintain a skill that is both being developed through an annual IEP goal and essential to an individual student. ESY services are offered at no cost to parents and will vary by type, location, and length of time, depending on the individual needs of the student.

ESY Services are Not:

- Mandated for all students with disabilities.
- Determined based on an eligibility category.
- Summer school, an enrichment program, or compensatory services.
- Provided to teach new or remediate skills.
- Provided for credit recovery.
- Required 12-month programs.
- A continuation of the IEP provided during the regular academic year.
- Required to be provided all day or every day.
- An automatic provision from year-to-year.
- Required to be provided in a traditional classroom setting.
- A service to be provided to maximize each student’s potential.
- A replacement for lack of attendance.
- Childcare services.

Who is Eligible for ESY Services?

Although ESY services must be considered annually for each student with an IEP, not every student is eligible. Each student has their own individual educational needs that are defined in the present level statement of academic achievement and functional performance (PLAAFP) of the IEP and supported through accommodations or specially designed instruction and IEP goals. IEP Teams must annually consider whether the student requires ESY services to maintain skill development in one or more IEP goal areas of concern. When considering the need for ESY services the IEP Team must use data to support ESY decision making, which will ensure the provision of a FAPE.

- A student who experiences a regression of skills when there is a break or interruption in service may be eligible for ESY services when there is data to demonstrate the student is not able to recoup the skill in a reasonable period of time after the break or interruption in service.
- When data demonstrates the nature or severity of a student’s disability requires the provision of ESY during a break in service to maintain a skill that is essential to the student, in one or more goal areas of concern, the student may be eligible for ESY services.
- When data demonstrates a student is at a critical point of learning an essential skill that addresses an identified area of need, the student may be eligible for ESY services.

ESY services will accomplish different purposes for different students, which is why annual considerations for each individual student using data-based decision making is critical.

The IEP Team Determines the Need for ESY Services Based on Student Data/Information Review

Data review at the IEP Team meeting includes a review of a variety of information, ongoing assessment, and informal and formal methods. Considerations should include multiple forms of data. Examples of data that may be used include:

- Daily academic or behavioral performance records.
- Criterion-referenced and norm-referenced test data.
- Anecdotal records collected throughout the year.
- Behavioral checklists.
- Student's work samples.
- IEP progress reports.
- Parent input.
- Therapy logs.
- Point sheets or frequency charts.
- Prior regression/recoupment.
- Other predictive information.

The critical question for the IEP Team is not whether the student can benefit from ESY, but rather whether ESY is essential for providing FAPE.

Resource documents available from MDE:

- [Guidance for Extended School Year Services in Michigan](#)
- [Standards for Extended School Year Services in Michigan](#)

Review of Data for Considering ESY Services

The IEP Team must consider the following data and information when determining the student’s need for ESY services as required within MARSE Rule 340.1721e(2).

Student name:

IEP date:

Standard for Extended School Year	Standard Met	Data/Information Review Notes
<p>Regression/Recoupment</p> <p>Does the student demonstrate serious potential for regression of skills related to IEP goals as evidenced by the following data review? Can the student’s regression be recouped within a reasonable period of time after returning to school?</p> <p>Note: All students lose skills when there is a break in services. The IEP Team determines what a reasonable period of recoupment is for the student’s goal area(s) of concern.</p> <ul style="list-style-type: none"> <p>Part 1: Does student data reflect a consistent pattern of learning (i.e., steady baseline) or an increase in skill acquisition, with a drop in student performance following a break in instruction?</p> <p>Yes No</p> <p>Part 2: Does the data demonstrate the student required an extended period of time to regain the previous level of acquired skill/level of performance?</p> <p>Yes No</p> <p>If the answer to either part 1 or part 2 is yes, the standard is met.</p>	<p>Yes</p> <p>No</p>	

Standard for Extended School Year	Standard Met	Data/Information Review Notes
<p>Nature and/or Severity of Disability</p> <p>Does the nature or severity of the student’s disability require consistent programming without substantial breaks in service for the student to make progress towards IEP goals as evidenced by the following data review:</p> <p>Does student data reflect a significant drop in performance of goal maintenance after a break in consistent programming?</p> <p>If yes, the standard is met.</p>	<p>Yes</p> <p>No</p>	
<p>Critical Stages/Areas of Learning</p> <p>Is the student at a critical stage of development where a break in services will jeopardize skill acquisition as evidenced by the following data review:</p> <p>Does student data reflect a very slow rate of learning with a sudden and/or steep incline/increase prior to a break in instruction?</p> <p>If yes, the standard is met.</p>	<p>Yes</p> <p>No</p>	

ESY Eligibility

If one or more standard above is met, the student is eligible for ESY services. Based on the evidence above, this student:

Does not require ESY.

Requires ESY to address a specific goal or need.

- Record ESY determination within the IEP or IEP Amendment.
- Maintain a record of provision of ESY service.