EXTENDED SCHOOL YEAR (ESY)

FACTORS TO CONSIDER AND DISCUSS WITH THE IEP TEAM

REGRESSION / RECOUPMENT

- Does your child experience significant loss of skills during school breaks?
- Does it take a long time for your child to regain these skills after breaks?
- Keep notes on any loss of skills and the time it takes to recover them.

EMERGING SKILLS / BREAKTHROUGH OPPORTUNITIES

- Is your child on the verge of mastering or acquiring a critical life skill (e.g., communication, reading, self-care)?
- ESY might be necessary to ensure this progress is not lost during breaks.

HISTORY OF SKILL LOSS

Reflect on your child's history in previous years regarding losing skills and struggling to regain them after school breaks.

DEGREE OF PROGRESS ON IEP GOALS

- Is your child making very slow progress toward their Individualized Education Program (IEP) goals?
- Assess if the progress is trivial and may not meet the standard of Free Appropriate Public Education (FAPE).

INTERFERING BEHAVIORS

Does your child have a behavior support program as part of their IEP?
Consider if an interruption in this programming could jeopardize their ability to receive FAPE or risk a move to a more

IMPACT OF ROUTINES

- jeopardize your child's ability to remain in their current classroom/ placement.
- ESY might be needed to maintain access to school in the (Least Restrictive Environment (LRE).

NATURE AND/OR SEVERITY OF THE DISABILITY

- Reflect on the nature and severity of your child's disability.
- Students with more severe disabilities may need ESY due to greater regression and longer recoupment times.

NEED FOR CONSTANT REINFORCEMENT

restrictive environment.

Does your child need constant reinforcement of skills throughout the regular school day and year?

ATTENDANCE ISSUES

Does your child have significant absences due to illness related to their disability, potentially causing them to fall behind?

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