

“What if I disagree with the IEP team’s decision?”

Parents are valued members of the IEP team and participate fully in the ESY decision-making process.

At the IEP meeting you will receive:

- a copy of the *Parental Rights: Maryland Procedural Safeguards Notice*,
- a copy of the IEP, and
- a written summary of the ESY decision.

Information regarding the procedures available to parents for resolving disagreements concerning a child’s early intervention or special education program and related services may be obtained by contacting the Compliance and Legal Issues Office in the Department of Special Education. These options include mediation, State complaint, and due process complaint.

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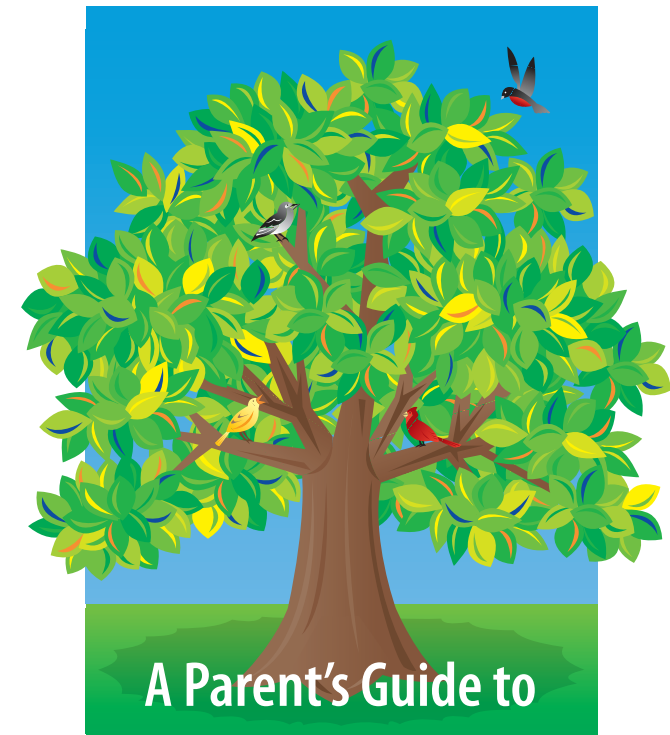


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ESY

Extended School Year Services

**Department of Special Education
Anne Arundel County Public Schools**

What you need to know about **ESY**

Extended School Year Services

What are Extended School Year (ESY) services?

Extended School Year services are special education and/or related services provided *beyond the regular school year* for the purposes of providing a free and appropriate education (FAPE) to a student with a disability, in accordance with the child's individualized education program (IEP), at no cost to the family.

[IDEA regulation 34 C.F.R.300.106 (b).]

Who makes the ESY decision?

The IEP team, which include the parent, the student (if appropriate), the student's teacher(s), related service providers, and an administrator or designee, determines a student's eligibility for ESY services.

When are ESY decisions made?

The IEP team must discuss ESY services annually through the IEP team meeting process. Documentation related to the discussion must be recorded in the *IEP Team Meeting Report* and IEP.

How is ESY Eligibility Determined?

Your child is eligible for ESY services if his/her educational program—or the benefits gained during the regular school year—will be *significantly jeopardized* if your child *is not* provided an extension of the educational services received during the school year.

Using IEP-documented data, the IEP team determines the possible impact on your child's identified *critical life skills** goals to determine if your child meets one of the criteria in the following areas:

Regression /Recoupment

The IEP team determines whether without these services, there is a likelihood of substantial regression of critical life skills caused by a normal school break and a failure to recover those lost skills in a reasonable time (e.g., six to eight weeks after summer break).

Degree of Progress

The IEP team determines whether the student is demonstrating a degree of progress toward mastery of IEP goals related to critical life skills.

Emerging Skills /Breakthrough Opportunities:

The IEP team determines whether there is a presence of emerging skills or breakthrough opportunities related to critical life skills.

Interfering Behaviors

The IEP team determines whether there is significant interfering behaviors that 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 regular school year.

The 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.

Note: This consideration **MUST** be coupled with another eligibility factor (above/below).

Special Circumstances or Other Factors

The IEP team determines whether, without ESY services, there are any special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year.

*** What are Critical Life Skills?**

A *critical life skill* includes any skill determined by the IEP team to be critical to the student's overall educational progress, including social and behavior skills