

Extended School Year Services Guidance

Purpose of ESY

Extended School Year (ESY) services are special education and related services provided beyond the regular school year to ensure a student with a disability continues to make progress toward their Individualized Education Program (IEP) goals. ESY services help prevent skill regression during breaks from school, such as holidays or summer vacation. To fully understand responsibilities in determining eligibility for ESY services, districts and IEP teams should review the relevant directives from the [Individuals with Disabilities Education Act](#) (IDEA) and [Louisiana Bulletin 1530](#), Chapter 7.

Frequently Asked Questions

Who should be considered for ESY services?

Students are eligible for ESY services if the IEP team has determined, on an individual basis, based upon a review of multiple data sources and factors, that an ESY is required for that student to receive a Free Appropriate Public Education (FAPE). Students must be between the ages of 3-21, identified with a disability according to [Louisiana Bulletin 1508](#), and have a current IEP.

What is the purpose of ESY services?

The purpose of ESY services is to maintain student skills related to current IEP goals, ensuring the student receives a FAPE. The need for and provision of ESY services are determined and documented by the student's IEP team, based on the student's individual needs. It is recognized that, during breaks in education, a decline in skills can occur in both students with and without disabilities. ESY services are designed to prevent significant skill regression that would make it difficult for the student to regain their level of achievement after a break, once traditional instruction resumes. ESY is not intended to address the needs of students who did not meet IEP goals during the regular school year or to maximize educational progress beyond the student's current level.

What are the eligibility criteria for ESY services?

A student may be eligible for ESY services if the IEP Team determines that the student meets one or more of the following criteria:

- Regression-Recoupment: There is data showing significant regression of skills related to IEP goals during breaks and a lengthened time to recoup those skills.
- Critical Point of Instruction 1 (CPI-1): The student is acquiring a critical skill, and interruption will negatively impact continued progress.
- Critical Point of Instruction 2 (CPI-2): The student has failed to maintain previously learned skills and faces significant challenges in relearning them.
- Special Circumstances: Students with severe disabilities, intensive medical needs, or degenerative conditions where interruption in services would negatively impact the student's health or prevent skill acquisition.

How is the scope of ESY services defined? How do IEP teams determine the amount, type, location, and duration of ESY service?

According to the IDEA, ESY services must be provided if the IEP team determines that they are necessary for the provision of a FAPE. The IEP team is responsible for determining the need, including the type, amount, location, and duration, based on data that outlines the necessary services to prevent significant skill loss and address the student's individual needs.

Importantly, IDEA specifies that ESY services must:

- Be based on the individual needs of the student;
- Not be limited by category of disability;
- Not be restricted by available programs or services; and,
- Be provided at no cost to the family as part of FAPE.

School systems are prohibited from establishing policies that arbitrarily limit the type, amount, or duration of ESY services.