

A PARENTS'/GUARDIANS' GUIDE TO:
EXTENDED SCHOOL YEAR

ESY
S E R V I C E S

Montgomery County Public Schools (MCPS) provides Extended School Year (ESY) services to eligible students receiving special education services. These services are part of a free appropriate public education (FAPE) and are provided in the summer. This booklet is designed to help you understand ESY services and eligibility criteria.

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Office of Special Education

What are Extended School Year Services?

Extended School Year (ESY) services are the individualized extension of specific services beyond the regular school year, designed to meet/maintain specific goals and objectives included in a student's Individualized Education Program (IEP). ESY is not simply the extension of the school year, an automatic summer school placement, or a summer enrichment program; nor does every student with a disability require ESY. In fact, ESY may be appropriate for a relatively small number of students with disabilities.

How are ESY decisions made?

The IEP team, which include the parent/guardian, 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 is legally obliged to consider and evaluate the appropriateness of ESY eligibility at the annual review meeting for any student receiving special education services. ESY services vary in type, intensity, location, inclusion of related services, and length of time, depending on the student's needs. When reviewing student data the IEP team considers the following factors:

- ★ Regression/Recoupment
- ★ Degree of Progress
- ★ Emerging Skills/Breakthrough Opportunities
- ★ Interfering Behavior
- ★ Nature and/or Severity of the Disability
- ★ Special Circumstances

If an IEP team believes it is too early in a school year to adequately address a student's possible need for ESY, the IEP team may defer this decision to a later date. If the decision is deferred, the IEP team must reconvene to consider the student's need for ESY services at a later date, yet early enough in order to provide the parent sufficient time to appeal the IEP team decision, if necessary.

How is ESY eligibility determined?

The focus is on critical skills* that impact maintenance of educational benefit and a loss of FAPE. There is no prescriptive formula used to determine ESY; rather, this inquiry must involve several data points which include both retrospective and predictive data. The IEP team is required to conduct a thorough review to determine whether the data meets the standards of significant skill losses of such a degree and duration as to seriously impede overall progress toward educational goals and loss of educational benefit.

**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. In determining critical life skills for the specific needs of the student, the school division may consider those skills that lead to independent living, including toileting, feeding, communicating, dressing, and other self-help skills. In some cases, the school division may consider and address academic and behavioral issues. Depending on factors, such as a student's age, ability, and the number of years the student has left in school, the areas of reading, math, and written language could be considered critical life skills.*

How are ESY services determined?

If the IEP team determines that a student meets the criteria to receive ESY services, they will identify the goals and services that will need to be implemented during ESY. The following information is documented on the current IEP:

- ★ Specific goals and objectives that require ESY services.
- ★ The type(s), amount(s), and duration of special education and related service(s), including transportation needed to meet the ESY IEP objectives.
- ★ The least-restrictive environment in which ESY services can be provided to meet the ESY IEP goals and objectives.
- ★ The amount of time the student will participate with nondisabled peers.

Parents/guardians have the right to accept or decline ESY services. If parents/guardians accept ESY services, the case manager will complete the ESY registration process and if eligible will arrange for ESY transportation.

What if the parents/guardians disagree with the IEP team's decision?

Parents/guardians are valued as members of the IEP team and will participate fully in the ESY decision-making process for their student. At the IEP team meeting, parents/guardians will receive a copy of the IEP and information about ESY. They will also receive a written summary of the ESY decision. If parents/guardians disagree with the IEP team's decision, they can appeal that decision by requesting an administrative review, mediation, or a special education due process hearing by calling the Resolution and Compliance Unit at 240-740-3230.

For more information parents/guardians may contact:

Office of Special Education

240-740-3042

Extended School Year Services

240-740-3855

Office of Student and Family Support and Engagement

240-314-4824

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. For more information, please review Montgomery County Board of Education Policy ACA, Nondiscrimination, Equity, and Cultural Proficiency. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities.

For inquiries or complaints about discrimination against MCPS staff *	For inquiries or complaints about discrimination against MCPS students *
Office of Employee Engagement and Labor Relations Department of Compliance and Investigations 850 Hungerford Drive, Room 55 Rockville, MD 20850 240-740-2888 OC00-EmployeeEngagement@mcpsmd.org	Office of the Chief of Staff Student Welfare and Compliance 850 Hungerford Drive, Room 162 Rockville, MD 20850 240-740-3215 COS-StudentWelfare@mcpsmd.org

**Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 240-740-3230. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-740-2888. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

This document is available, upon request, in languages other than English and in an alternate format under the Americans with Disabilities Act, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) or MCPSInterpretingServices@mcpsmd.org. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.

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