

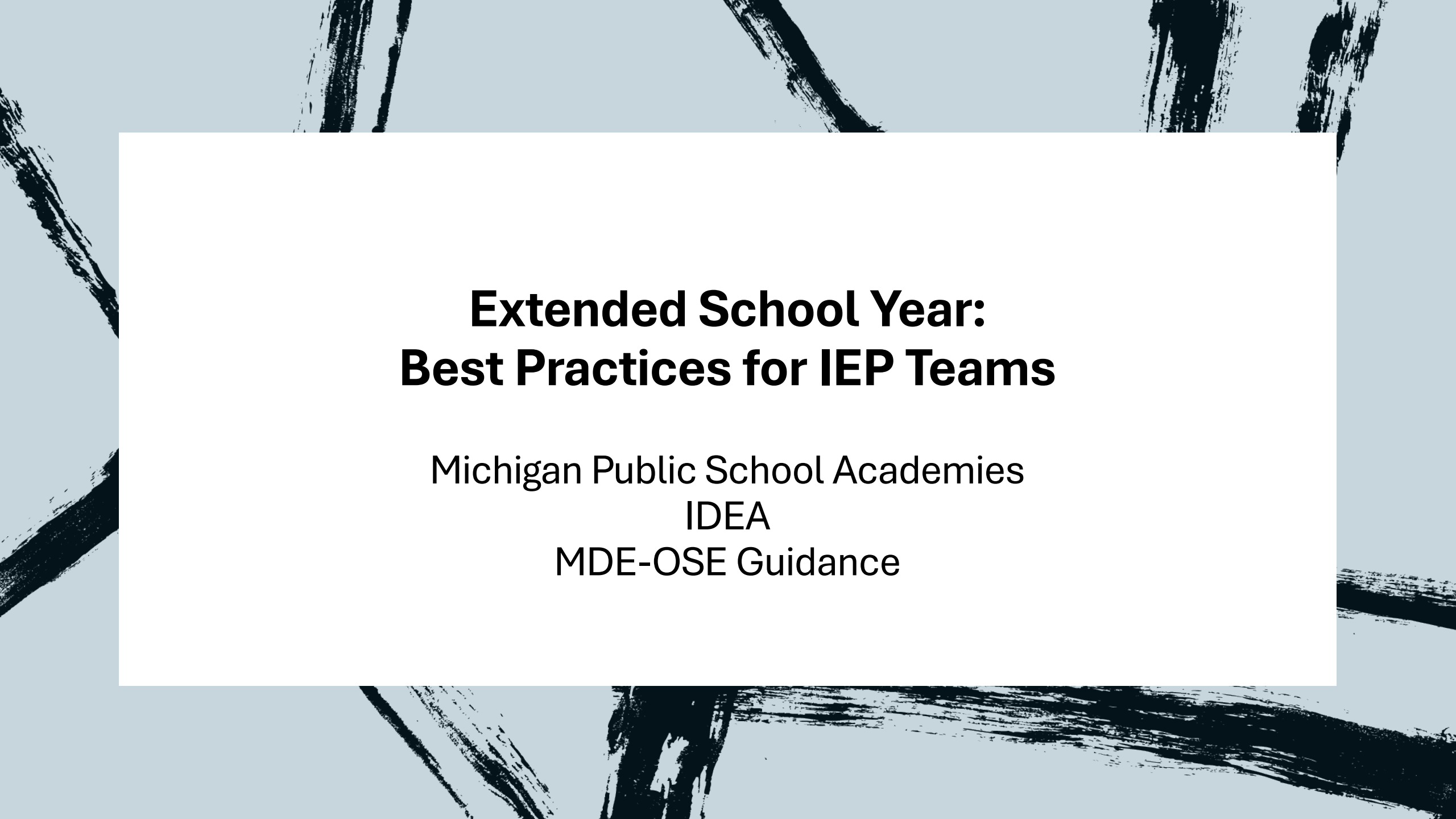
September 29, 2026



Purpose:

A practical presentation focused on:

- ESY decision-making,
- IEP writing,
- the offer of FAPE, and
- Prior Written Notice when a parent requests ESY and the IEP Team determines ESY is not required.



Extended School Year: Best Practices for IEP Teams

Michigan Public School Academies
IDEA
MDE-OSE Guidance



Learning Targets:

- Define ESY under IDEA
- Identify when ESY is required for FAPE
- How to use student data to support ESY decisions
- How to write clear ESY language in the IEP
- How to write defensible Prior Written Notice when ESY is refused



What ESY Is

ESY is special education and related services provided beyond the normal school year when an IEP Team determines, on an individual basis, that the services are necessary for the student to receive a FAPE.

ESY is to assist a student to maintain skills and/or generalize them

What ESY is NOT

- Summer school
- Credit recovery
- Childcare
- Tutoring for every missed or unfinished skill
- A reward for effort
- Automatic because of a disability label
- Automatically denied because the student made progress during the year
- Helping a student acquire new skills



Michigan Guidance: Annual Consideration

Michigan guidance expects IEP Teams to consider ESY for students with IEPs as part of every IEP meeting, and to base the ESY decision on goal data that identifies an individual student need.



The Core ESY Question

Without services beyond the normal school year, is the student likely to **lose critical skills**, require an **unusually long period to recoup** them, or otherwise need ESY in order to receive FAPE?



Data Teams Should Review:



- IEP goal progress
- Progress monitoring before and after breaks
- Regression and recoupment data
- Attendance and service delivery records
- Work samples
- Behavioral or functional performance data
- Related-service data
- Parent input
- Teacher and provider observations

Regression and Recoupment

Regression: loss of previously acquired skills or performance following a break.

Recoupment: the amount of time required to regain those skills or return to the previous level of performance.



Other Factors to Consider

The student is at a critical stage of learning.

Skills are emerging but not yet maintained or generalized.

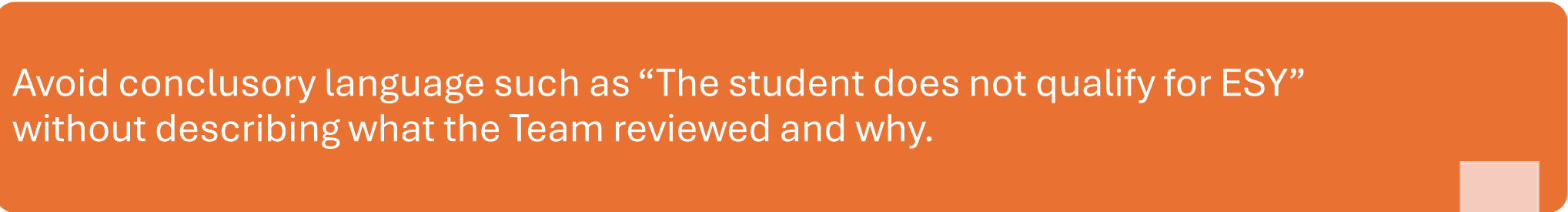
The nature or severity of the disability creates significant risk of loss.

Loss of skill would substantially interfere with progress toward IEP goals.

Recoupment would consume substantial instructional time after school resumes.

IEP Writing: ESY Consideration Statement

Avoid conclusory language such as “The student does not qualify for ESY” without describing what the Team reviewed and why.

An orange rounded rectangular box with a light pink arrow pointing downwards from its bottom center towards the green box below.

Suggested IEP/PWN Language

A green rounded rectangular box with a light green arrow pointing downwards from its bottom center towards the dark green box below.

The IEP Team reviewed current progress-monitoring data, parent input, provider reports, and information regarding performance following instructional breaks. Based on this review, the Team determined that ESY services are/are not necessary for the student to receive FAPE.

If ESY Is Needed:

Writing the Offer of FAPE



Identify the skill area IEP goal to be maintained.



Describe the special education and/or related service.



State frequency and duration.



Identify location and provider, as appropriate.



Include start and end dates.



Address transportation or other access needs when required.

ESY Offer of FAPE

Example

Suggested IEP/PWN Language

ESY services will be provided to maintain the student's functional communication and self-regulation skills. The student will receive specialized instruction two times per week for 60 minutes per session from June 24 through July 31. Speech-language services will be provided one time per week for 30 minutes. Services will focus on maintaining current IEP goals related to requesting assistance, following a visual schedule, and using taught regulation strategies.

If ESY Is Not Needed: IEP Documentation

When ESY is not required, document the data reviewed and why the Team concluded the student can continue to receive FAPE without ESY services.

Suggested IEP/PWN Language

The Team reviewed IEP progress reports, classroom data, provider input, parent input, and performance following school breaks. The student demonstrated some variability following breaks; however, available data did not show significant regression, an extended recoupment period, or another educational need indicating that ESY is necessary for FAPE. The Team therefore determined that ESY services are not required at this time.

When a Parent Requests ESY

Discuss	Discuss the request through the IEP process.
Consider and document	Consider and document the parent's input.
Review	Review existing data and obtain additional data if needed.
Document	Document the Team's ESY decision in the IEP.
Provide	If the district refuses the requested ESY service, provide Prior Written Notice.

Prior Written Notice: Required Elements

- The action proposed or refused.
- An explanation of why the agency proposes or refuses the action.
- The evaluations, assessments, records, or reports used as a basis for the decision.
- Other options considered and why those options were rejected.
- Other relevant factors.
- A statement regarding procedural safeguards and sources for assistance.



PWN **Example:** ESY Refusal – Action and Reason

Suggested IEP/PWN Language

Action refused: The district refuses the parent's request to provide ESY services during the upcoming summer.

Reason for refusal: The IEP Team reviewed progress-monitoring data, provider reports, parent input, and the student's performance following school breaks. Based on the information available, the Team did not identify significant regression, an unusually long recoupment period, or another educational need indicating that ESY is necessary for the student to receive FAPE.

PWN **Example** Continued: Data and Options

Suggested IEP/PWN Language

Data used: IEP progress reports, benchmark and classroom data, attendance and service logs, teacher input, related-service provider input, parent input, and performance data collected following instructional breaks.

Other options considered: ESY for all IEP goals; ESY limited to reading; and consultative or home-practice supports.

Reasons rejected: The Team determined that direct ESY services were not necessary for FAPE based on the current data. Optional home-practice resources may be provided but are not identified as required ESY services.

Other relevant factors: The Team will continue progress monitoring when school resumes and may reconvene if new information indicates a need to reconsider ESY.

PSA Best Practice Checklist

Was ESY considered through the IEP process?

Was appropriate data collected in a timely manner to determine need for ESY?

Was parent input included?

Was current student-specific data reviewed?

Was the decision individualized?

Is the decision clearly connected to FAPE?

If ESY is offered, are the services clearly described?

If requested ESY is refused, was PWN provided?

Quick Practice Scenario

- A parent requests ESY because the student is “behind in reading.”
- The student has made measurable progress on IEP reading goals.
- After recent school breaks, the student returned to the prior level of performance within approximately two weeks.

Discussion questions:

What additional data should the Team review?

What should be documented in the IEP?

If ESY is refused, what should the PWN include?





Closing Message

Strong ESY decisions are:

- individualized,
- data-based,
- clearly documented,
- connected to FAPE, and
- communicated through appropriate Prior Written Notice when required.

Key Legal and Guidance References

- 34 C.F.R. § 300.106 - Extended school year services.
- 34 C.F.R. § 300.503 - Prior notice by the public agency; content of notice.
- 34 C.F.R. §§ 300.320-300.324 - IEP content, development, review, and parent participation requirements.
- Michigan Department of Education, Office of Special Education - IEP Development: Extended School Year Services guidance.
- Michigan Department of Education, Office of Special Education - IEP Team Consideration of Extended School Year Services guidance.
- Michigan Administrative Rules for Special Education (MARSE), as applicable to Michigan public agencies and PSAs.

Note: This training document is intended for professional development and IEP-writing support. Districts should consult current MDE-OSE guidance and legal counsel when addressing unusual or contested circumstances.

Available for consult



Dr. Sara Holding
Sholding@svsu.edu



Dr. Jacqueline McDougal
McDou1jd@cmich.edu



Michelle Wolschlager
Wolsc1m@cmich.edu

