

If my child qualifies for ESY must he/she attend?

Participation is not mandatory. There are no legal consequences if a student does not attend ESY.

If the IEP team determines that ESY is necessary for my child, will he/she receive the same supports and services as he/she does during the regular school year?

The IEP team will identify the area(s) of need based on existing goal(s) and determine the supports and services necessary to address the goal(s) during ESY. The time and frequency of these supports and services may differ from those delivered during the regular school year.



TIP: Please bring any information that might be helpful in making the decision, such as a log of your child's performance after school breaks, pertinent medical updates, or other information that may be useful.

District Administration

Chris Hartley, Ed.D..... Superintendent
David Lonn.....Executive Director

AHS Administration

David Navarre..... Principal
Jim Monge..... Asst. Principal
Tahnia Campbell..... Dean

MHS Administration

Roger Macdonald..... Principal
Melanie Susavilla.....Asst. Principal
Jack Sheppard..... Dean

Alternative Education Administration

Nic Collart.....SRCHS Principal
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Arcata High School/ Pacific Coast High School

1720 "M" Street, Arcata, CA 95521
AHS: (707) 825-2400 PCHS: (707) 825-2442

McKinleyville High School/Tsurai High School

1300 Murray Road, McKinleyville, CA 95519
MHS: (707) 839-6400 THS: (707) 839-6480

Six Rivers Charter High School

1720 "M" Street, Arcata, CA 95521
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Extended School Year (ESY) Services for Students with Disabilities

A Parent's Guide

NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT



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What are Extended School Year (ESY) Services?

Extended school year (ESY) services are special education and related services that are provided to a student with a disability beyond the regular school year in accordance with his/her IEP. The need for ESY services must be determined annually on an individual basis by the Individual Education Program (IEP) team.

What is the purpose of ESY services?

The purpose of ESY services is to assist students in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. It is not a means to develop or enhance new skills.

Who determines whether a student with a disability needs ESY services? When does this happen?

The IEP team determines whether there is a need for ESY services. The IEP team includes the student's parent(s), the student (if appropriate), special and general education teachers, related services' providers, school administrator or designee, and other participants that may be helpful to the process. The need for ESY services may be determined at any IEP meeting if appropriate data have been collected to support the decision.

How does the IEP team decide whether a student with disabilities needs ESY services?

An IEP team may determine ESY is necessary when:

1. a student with disabilities demonstrates significant regression corresponding with limited recoupment of previously achieved skills;
2. a loss of critical skills for students accessing the alternate curriculum; or
3. special circumstances or other factors that indicate the need for ESY services.

If my child with a disability received ESY services last year, will he/she continue to receive ESY services each year?

ESY services may be offered only if a student's IEP team discusses and determines on an individual basis that ESY is necessary for the provision of a Free and Appropriate Public Education to the student. This decision must be evaluated annually based on data collected and analyzed. ESY services are not required for every student with disabilities every year.

Regression refers to how much knowledge or how many skills a student loses due to a break in the Regular School Year (RSY).

Recoupment refers to a student's ability and corresponding length of time required to relearn knowledge or skills previously achieved.

Critical Skills for Students with Severe Disabilities refers to independent functioning skills (eating, mobility, toileting, communicating, etc.). Development of these skills can lead to reduced dependency on future caretakers and enhance student's integration with nondisabled individuals.

Special Circumstances refer to the evidence of other factors that prevent goal attainment. These may include a student at a critical stage in life skill development or who may have health-related, medically documented circumstances.

