

POLICY # 1.17
EXTENDED SCHOOL YEAR

Extended school year (ESY) services are defined as special education and related services that are provided to eligible children with disabilities (ages 3 through 21) beyond the School District's normal school year, as necessary for a free appropriate public education in accordance with state standards and the Individuals with Disabilities Education Act, as amended (IDEA). It is the School District's intent to make ESY services available at no cost to children with disabilities determined to be eligible for such services by their IEP team in accordance with this policy.

Each child with a disability, regardless of categorical disability, has the opportunity to be considered for ESY eligibility by his or her IEP team. The question of a child's need for ESY services may be raised at any time by an IEP team member (including during a regularly scheduled IEP meeting) or incorporated into the annual IEP review. For a child whose current IEP provides for ESY services, the question of his or her continuing needs for such services should be included in any subsequent meeting held to review and r revise the IEP. Determination by ESY eligibility will be made by the IEP team in a timely manner to ensure that each child receives a free appropriate public education.

The purpose of ESY services is to ensure that each child receives meaningful educational benefit from his or her education. To make its eligibility determination, the IEP team will consider the following factors:

- a. The child's degree of disability
- b. The child's actual/predicted degree of regression
- c. The child's actual/predicted recovery time from this regression
- d. The ability of the child's parents to provide educational structure at home

ESY services may be appropriate when the team determines that a child has regressed or is predicted to regress to such a severe degree in a critical skill area that recoupment of such skill loss following the break in programming, or beyond the normal school year, is unlikely or would require an unusually long period of time.

After affirming a parent's capacity to maintain a child's skills during the summer, an IEP team may determine that an appropriate ESY program consists totally or partially of such intervention. Even where a serious regression/recoupment problem has previously been documented, if the IEP team determines that parents are capable of maintaining a child's skills over the summer months or beyond the normal school year, the school district may not be required to provide additional services.

- a. The child's rate of progress
- b. The child's behavioral problems
- c. The child's physical problems
- d. The availability of alternative resources
- e. The ability of the child to interact with children who are not disabled
- f. The area(s) of the child's curriculum that need continuous attention
- g. The child's vocational needs
- h. Whether the requested services is extraordinary for the child's disability, as opposed to an integral part of a program for those with the child's disability
- i. Other relevant factors as determined by the IEP team.

In making its determination, the IEP team will collect, review and analyze existing information and pertinent data, including, but not limited to, the child's disability, educational history and present levels of performance/educational functioning, which could include the following:

- a. Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress
- b. Functional assessments used in natural environments (home, community, work and school)
- c. An analysis of data collected on a regular basis
- d. Evaluations of those areas involving related services
- e. Parent, student and/or service provider information
- f. Interviews with teachers and parents on the success or potential success of ESY services

Extended School Year Policy: Adopted September 13, 2004