

Extended School Year	G.3
<i>Adopted: July 23, 2013</i>	

The term extended school year (“ESY”) services means special education and related services that are provided to a child with a disability beyond the School District’s normal school year in accordance with the child’s IEP, at no cost to the child’s parent and that meet state standards. The purpose of this policy is to set forth the intent of the Hilldale Board of Education to make ESY services available as necessary to provide its children with disabilities a free appropriate public education as required by the Individuals with Disabilities Education Act.

Each child will have the opportunity to be considered for ESY 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 need for such services should be included in any subsequent meeting held to review and revise the IEP. The IEP team will make its ESY determination sufficiently in advance so that the necessary services are provided in a timely manner.

The purpose of ESY services is not to enhance the present levels of educational performance exhibited by children and youth with disabilities at the end of the regular school year. The purpose, instead, is to ensure that each child benefits from his or her education. To make its determination, the IEP team will consider the following factors:

1. The child’s degree of impairment;
2. The child’s actual/predicted degree of regression;
3. The child’s actual/predicted recovery time from this regression (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 is unlikely or would require an unusually long period of time);
4. The ability of the child’s parents to provide educational structure at home (After affirming a parent’s ability to provide educational structure at home, an IEP team may determine that appropriate ESY services would consist totally or partially of such parental support);
5. The child’s rate of progress;
6. The child’s behavioral problems;
7. The child’s physical problems;
8. The availability of alternative resources;
9. The ability of the child to interact with children who are not disabled;

10. The area(s) of the child's curriculum that need continuous attention;
11. The child's vocational needs;
12. Whether the requested service is extraordinary for the child's condition as opposed to an integral part of a program for those with the child's condition; and
13. Other relevant factors as determined by the IEP team.

In making its determination, the IEP team will consider all pertinent data, which could include the following:

1. Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;
2. Functional assessments used in natural environments (home, community, work and school);
3. An analysis of data collected on a regular basis;
4. Evaluations and progress records for related services;
5. Parent, student and/or service provider information;
6. Attendance records;
7. Behavior and disciplinary records;
8. Health/medical information;
9. Interviews with teachers, parents and students; and
10. Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

The IEP team will document its ESY decisions on the IEP and through other appropriate records. If the IEP team determines that a child needs ESY services, it will specifically document the goals and benchmarks or short-term objectives to be addressed during ESY services, including the type, amount (including time and frequency), duration (including beginning and ending dates), and least restrictive environment considerations.