

EXTENDED SCHOOL YEAR PROGRAM

In recognition that some handicapped children need special education services in excess of the 180 days provided during the traditional school year, the Yale Public Schools has developed this extended school year program. This program and its attendant procedures do not supersede or preempt the prerogative of the individualized education planning team. The intent is to assure thorough review and careful consideration of the needs of the small number of our student population who need additional special help.

Extended School Year

For the purpose of this program, extended school year (ESY) shall mean special education and related services in excess of 180 days per school year at no cost to participants. ESY services are provided by this district to eligible children and youth with disabilities beyond the regular instructional year as a necessary part of a free appropriate public education required by the Individuals with Disabilities Education Act (IDEA), PL 101-476 (see 34 CFR 300.300). ESY services should not be confused with traditional summer school or with summer services typically made available to all students. ESY services must be developed and documented through the Individualized Education Program (IEP) process and be provided at no cost to parents of children and youth determined to be eligible for such services by the IEP team.

Purpose

The purpose of this program 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, but to serve those students who suffer from regression during the customary summer vacation to such a marked degree that they will not be able to recoup the loss within a reasonable period of time at the commencement of the ensuing school year. The thrust of this program will be to limit regression during the summer so as to enable recoupment within a reasonable period of time when school resumes. The services which a child will require in order to avoid regression that cannot be recouped within a reasonable time will be determined on an individual basis.

Determination of Eligibility

Eligibility for ESY services must be determined on an individual basis by the IEP team. Eligibility will not be based upon a category or class of disability. ESY services will be provided only under the provision of an IEP which must specify the long-term goal(s) and short-term objective(s) to be implemented in the program. The question of a child's need for ESY services may be raised at any time by an IEP team member or parent or may be incorporated into the annual IEP review.

The IEP team must determine a child's eligibility for ESY services by collecting and analyzing all pertinent data, including, but not limited to: the disability, educational history, and present educational functioning. The state-suggested ESY Eligibility Checklist for Children and Youth with Disabilities will be used by the team to determine eligibility. This form will be kept on file with person responsible for the special education program.

In addition to the ESY eligibility form, it may be necessary for additional analysis and documentation of the following:

1. Criterion referenced and standardized tests, including pre- and post-test data;
2. Functional assessments used in natural environments;

EXTENDED SCHOOL YEAR PROGRAM (Cont.)

3. Analysis of data collected on a regular basis;
4. Evaluations of those areas involving related services;
5. Parent, student, and/or service-provider information;
6. Interviews with teachers and parents on success or potential success of ESY services; and
7. Applied behavior analysis to directly assess students' performance of IEP objectives across time. The superintendent is directed to establish regulations setting forth eligibility standards for this program.

**REFERENCE: 70 O.S. §13-101
 Board Minutes dated June 14, 1993**

Adoption Date: August 10, 2015